

APPLIED PSYCHOLOGY / COMMUNITY COUNSELING / EDUCATIONAL TECHNOLOGY /
ELEMENTARY EDUCATION / MARRIAGE AND FAMILY THERAPY / SCHOOL COUNSELING /
SCHOOL MEDIA SPECIALIST / SCHOOL PSYCHOLOGY / SECONDARY EDUCATION /
SPECIAL EDUCATION / TESOL, FOREIGN LANGUAGE, AND
BILINGUAL-MULTICULTURAL EDUCATION

Ref

Fairfield University

*Graduate School of
Education and Allied Professions*

2004-2005

Information Directory

	Telephone No.
Fairfield University Switchboard.....	(203) 254-4000
Athletic Tickets	(203) 254-4103
Bookstore	(203) 254-4262
Box Office – Regina A. Quick Center for the Arts.....	(203) 254-4010
Bursar's Office (student accounts).....	(203) 254-4102
Career Planning Center	(203) 254-4081
Computing and Network Services Help Desk.....	(203) 254-4069
DiMenna-Nyselius Library	(203) 254-4044
Health Center	(203) 254-4000, ext. 2241
Housing	(203) 254-4215
Information Desk – John A. Barone Campus Center.....	(203) 254-4222
Leslie C. Quick Jr. Recreation Complex	(203) 254-4140
Registrar's Office (registration, transcripts).....	(203) 254-4288
Security (campus safety, parking).....	(203) 254-4090
Study Abroad Office	(203) 254-4332

Graduate School of Education and Allied Professions

Graduate School of Education and Allied Professions

Fairfield University

Canisius Hall, Room 102

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Website: www.fairfield.edu

The Fairfield University Graduate School of Education and Allied Professions graduate programs catalog is printed annually. However, updates to programs, policies, and courses may be made after the catalog has been published. Please contact the dean's office or refer to the University's website, www.fairfield.edu, for current information

GRADUATE SCHOOL
OF
EDUCATION
AND
ALLIED PROFESSIONS

Master of Arts and Certificate of Advanced Study

2004-2005

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Graduate School of Education and Allied Professions

2004-05 ACADEMIC CALENDAR

Fall 2004

Aug. 2 – Sept. 7	Mail and walk-in registration
Aug. 24	Open Advisement Day (For Fall 2004), 2 p.m. - 7 p.m.
Aug. 24	Back to Campus Day
Sept. 7	New student orientation
Sept. 8	Classes begin
Sept. 13	Deadline for make-up of summer 2004 incompletes
Sept. 24	Registration deadline for fall comprehensive exams (except Counseling and Marriage and Family Therapy programs)
Oct. 11	Columbus Day – University holiday
Oct. 22	Degree cards due for January graduation
Oct. 26	Last day to withdraw without dean's permission
Nov. 24 – Nov. 28	Thanksgiving recess
Nov. 29	Classes resume
Dec. 7	Last day to complete fall comprehensive exams
Dec. 8	Open Advisement Day (for Spring 2005), 2 p.m. - 7 p.m.
Dec. 23	Last day of classes

Spring 2005

Dec. 6 – Jan. 7	Mail and walk-in registration
Dec. 24 – Jan. 5	University offices closed
Jan. 11	Open Advisement Day (Spring 2005), 2 p.m. – 7 p.m.
Jan. 17	Martin Luther King Jr. Day – University holiday
Jan. 18	Classes begin
Jan. 22	Deadline for make-up of fall 2003 incompletes
Feb. 4	Registration deadline for spring comprehensive exams
Feb. 18	Degree cards due for May graduation
Feb. 21	President's Day – University holiday
Mar. 7 – Mar. 11	Spring recess
Mar. 14	Classes resume
Mar. 15	Last day to withdraw without dean's permission
Mar. 25 – Mar. 27	Easter recess
April 15	Last day to complete spring comprehensive exams
May 9	Last day of classes
May 11	Open Advisement Day (Summer 2005 and Early Fall 2005), 2 p.m. – 7 p.m.
May 22	55th Commencement

Summer 2005

May 23 – June 7	GSEAP Pre-Session
June 1	Deadline for make-up of Spring 2005 incompletes
June 8 – July 1	GSEAP Session I
July 4	University holiday – Independence Day
July 5 – July 30	GSEAP Session II
July 5	Degree cards due for Aug. 15 graduation
Aug. 1 – Aug. 13	GSEAP Post-Session

Fairfield University Mission

Fairfield University, founded by the Society of Jesus, is a coeducational institution of higher learning whose primary objectives are to develop the creative intellectual potential of its students and to foster in them ethical and religious values and a sense of social responsibility. Jesuit education, which began in 1547, is committed today to the service of faith, of which the promotion of justice is an absolute requirement.

Fairfield is Catholic in both tradition and spirit. It celebrates the God-given dignity of every human person. As a Catholic university it welcomes those of all beliefs and traditions who share its concerns for scholarship, justice, truth, and freedom, and it values the diversity that their membership brings to the University community.

Fairfield educates its students through a variety of scholarly and professional disciplines. All of its schools share a liberal and humanistic perspective and a commitment to excellence. Fairfield encourages a respect for all the disciplines – their similarities, their differences, and their interrelationships. In particular, in its undergraduate schools it provides all students with a broadly based general education curriculum with a special emphasis on the traditional humanities as a complement to the more specialized preparation in disciplines and professions provided by the major programs. Fairfield is also committed to the needs of society for liberally educated professionals. It meets the needs of its students to assume positions in this society through its undergraduate and graduate professional schools and programs.

A Fairfield education is a liberal education, characterized by its breadth and depth. It offers opportunities for individual and common reflection, and it provides training in such essential human skills as analysis, synthesis, and communication. The liberally educated person is able to assimilate and organize facts, to evaluate knowledge, to identify issues, to use appropriate methods of reasoning, and to convey conclusions persuasively in written and spoken word. Equally essential to liberal education is the development of the aesthetic dimension of human nature, the power to imagine, to intuit, to create, and to appreciate. In its fullest sense liberal education initiates students at a mature level into their culture, its past, its present, and its future.

Fairfield recognizes that learning is a lifelong process and sees the education that it provides as a foundation upon which its students may continue to build within their chosen areas of scholarly study or professional development. It also seeks to foster in its students a continuing intellectual curiosity and a desire for self-education that will extend to the broad range of areas to which they have been introduced in their studies.



As a community of scholars, Fairfield gladly joins in the broader task of expanding human knowledge and deepening human understanding, and to this end it encourages and supports the scholarly research and artistic production of its faculty and students.

Fairfield has a further obligation to the wider community of which it is a part, to share with its neighbors its resources and its special expertise for the betterment of the community as a whole. Faculty and students are encouraged to participate in the larger community through service and academic activities. But most of all, Fairfield serves the wider community by educating its students to be socially aware and morally responsible persons.

Fairfield University values each of its students as an individual with unique abilities and potentials, and it respects the personal and academic freedom of all its members. At the same time, it seeks to develop a greater sense of community within itself, a sense that all of its members belong to and are involved in the University, sharing common goals and a common commitment to truth and justice, and manifesting in their lives the common concern for others which is the obligation of all educated, mature human beings.

Fairfield University

A comprehensive liberal arts university built upon the 450-year-old Jesuit traditions of scholarship and service, Fairfield University is distinguished by sound academics, collegiality among faculty and students, and a beautiful, 200-acre campus with views of Long Island Sound.

Since its founding in 1942 by the Society of Jesus (the Jesuits), the University has grown from an all-male school serving 300 to a competitively ranked coeducational institution serving 3,300 undergraduate students and more than 1,000 graduate students, plus non-traditional students enrolled in University College.

In addition to 32 undergraduate majors, Fairfield offers full- and part-time graduate programs through the College of Arts and Sciences, the Charles F. Dolan School of Business, the Graduate School of Education and Allied Professions, and the schools of Engineering and Nursing. Graduate students earn credentials for professional advancement while benefiting from small class sizes, opportunities for real-world application, and the resources and reputation of a school consistently ranked among the top regional universities in the North by *U.S. News & World Report*.

In the past decade, more than two dozen Fairfield students have been named Fulbright scholars, and the University is among the 12 percent of four-year colleges and universities with membership in Phi Beta Kappa, the nation's oldest and most prestigious academic honor society.

Undergraduate students represent 35 states and more than 30 countries.

Fairfield is located one hour north of New York City at the center of a dynamic corridor populated by colleges and universities, cultural and recreational resources, and leading corporate employers. Its recently renovated and expanded facilities include the Rudolph F. Bannow Science Center, the John A. Barone Campus Center, and the DiMenna-Nyselius Library.

The third youngest of the 28 Jesuit universities in the United States, Fairfield has emerged as an academic leader well positioned to meet the needs of modern students. More than 60 years after its founding, the University's mission remains the same: To educate the whole person, challenging the intellectual, spiritual, and physical potential of all students.

In the spirit of its Jesuit founders, Fairfield University extends to its graduate students a myriad of resources and services designed to foster the intellectual, spiritual, and physical development.

STUDENT SERVICES

To access those services, graduate students are required to obtain a StagCard, the University's official identification card. The StagCard office is located in Gonzaga Hall, Room 10. Graduate students need a valid driver's license and an official course schedule to obtain a StagCard. Office hours are: Monday, Wednesday, Thursday, and Friday from 8:30 a.m. to 4:30 p.m.; Tuesday from 11 a.m. to 7 p.m.

NOTE: Summer hours may vary from those listed in this catalog. Please contact the University to confirm office hours.

The *DiMenna-Nyselius Library* combines the best of the traditional academic library with the latest access to print and electronic resources. It is the intellectual heart of Fairfield's campus and its signature academic building.

Carrels, leisure seating, and research tables provide study space for up to 900 individual students, while groups meet in team rooms or study areas, or convene for conversation in the 24-hour cybercafé. Other resources include a 24-hour, open-access computer lab with Macintosh and Intel-based computers; a second computer lab featuring Windows-based computers only; two dozen multimedia workstations; an electronic classroom; a 90-seat multimedia auditorium; photocopiers, microform readers, and printers; and audiovisual hardware and software. Workstations for the physically disabled are available throughout the library.

The library's collection includes more than 318,000 bound volumes, 1,800 journals and newspapers, 12,000 audiovisual items, and the equivalent of 101,000 volumes in microform. To borrow library materials, students must present a StagCard at the Circulation Desk. Students can search for materials using an integrated library system and online catalog. The catalog may also be accessed from any desktop on or off campus at <http://library2.fairfield.edu>. From this site, students use their StagCard number and a pin code to access their accounts, read full-text journal articles from more than 100 databases, submit interlibrary loan forms electronically, or contact a reference librarian around the clock via e-mail or "live" chat.

During the academic year, the library is open Monday through Thursday, 7:45 a.m. to midnight; Friday, 7:45 a.m. to 10:30 p.m.; Saturday, 9 a.m. to 9 p.m.; and Sunday, 10:30 a.m. to midnight.

The **Rudolph F. Bannow Science Center's** 44,000-square-foot addition, completed in 2002, houses advanced instructional and research facilities that foster the development of science learning communities, engage students in experiential learning, and invite collaborative faculty and student research in biology, chemistry, computer science, mathematics, physics, and psychology. The original building underwent complementary renovations.

Fairfield's computing services are state-of-the-art. High-speed fiber-optic cable, with transmission capabilities of 100 megabits per second, connects classrooms, residence hall rooms, and faculty and administrative offices, providing access to the library collection, e-mail, various databases, and other on-campus resources.

Nineteen computer labs, supported by knowledgeable lab assistants and open 14 hours a day for walk-in and classroom use, offer hardware and software for the Windows and Macintosh environments. All campus buildings are connected to the Internet, and all residence hall rooms have Internet connections, cable television, and voicemail. Students are issued individual accounts in StagWeb, a secure website where they can check e-mail, register for courses, review their academic and financial records, and stay tuned to campuswide announcements.

Computing and Network Services, located on the second floor of Dolan Commons, provides lab support, technical advice, classroom technology applications, and personal Web page assistance. Office hours are 8:30 a.m. to 4:30 p.m. The SCT Help Desk, located on the second floor of Dolan Commons, assists with questions related to StagWeb.

The **Career Planning Center**, located in the Barone Campus Center, is open to graduate students and offers career information, job listings, counseling services, and specific data on the current job market. The center also invites major employers to recruit on campus. Graduate students who wish to leverage their master's degrees in a career transition should meet with the director of career planning one year prior to graduation. Graduate students enrolled in the Charles F. Dolan School of Business should first consult with the business school's associate dean.

The **Campus Ministry** team nourishes a faith community on campus, taking seriously its unique role in expressing the University's Catholic and Jesuit identity. The team, composed of pastoral ministers, laypeople, and a council of 18 student leaders, provides counseling and spiritual direction, fosters prayer life, conducts liturgies and retreats, trains students as lectors and Eucharistic ministers, and coordinates interfaith and ecumenical events.

Service learning opportunities give students a chance for reflection as they work and live alongside people of different backgrounds. Students may apply for immersion experiences in Ecuador, Nicaragua, Mexico, and Haiti, as well as trips closer to home in Kentucky, Maine, and Connecticut. Each year, hundreds of students participate in Campus Ministry or community service events.

Campus Ministry is housed in the Rev. Pedro Arrupe, S.J., Campus Ministry Center on the lower level of the **Egan Chapel of St. Ignatius Loyola**. Mass is held daily in the chapel during the lunch hour, on some weeknights, and twice on Sundays.

The **Regina A. Quick Center for the Arts** serves as a cultural hub and resource for the University and surrounding towns, offering popular and classical music programs, dance, theatre, and outreach events for young audiences. The center consists of the 740-seat Aloysius P. Kelley, S.J. Theatre, the smaller Lawrence A. Wien Experimental Theatre, and the Thomas J. Walsh Art Gallery. Tickets to Quick Center events are available to graduate students at a discounted price. For a calendar of events, visit www.quickcenter.com.

In addition, various departments schedule exhibitions, lectures, and dramatic programs throughout the academic year. These events are open to all members of the University community and many are free of charge.

The **John A. Barone Campus Center**, which was extensively renovated in 2001, is the social focal point of University activities and offers students a place to relax, socialize, or study during the day. Students can sip cappuccino at Jazzman's CyberCafé, shop at the University bookstore, watch deejays for the campus radio station, WVOF-FM 88.5, at work in their new glass-enclosed studio, or grab meals at one of two dining facilities. The center is open 24 hours from Sunday through Thursday and from 7 a.m. to 1 a.m. on Fridays and Saturdays. Call the Campus Center between 9 a.m. and 9 p.m. for bookstore and dining hall hours.

Fairfield is a Division I member of the National Collegiate Athletic Association and competes in conference championship play as a charter member of the Metro Atlantic Athletic Conference. The men's and women's basketball teams play at Bridgeport's Arena at Harbor Yard, considered one of the top facilities in collegiate basketball. Discounted tickets for **Fairfield Stags** games are available to graduate students. For tickets or other information, call the athletic box office or visit www.fairfieldstags.com. In addition, competitions in soccer, lacrosse, and other sports are held on campus and are free of charge to graduate students.



The **Leslie C. Quick Jr. Recreation Complex**, a multi-purpose facility also known as the Quick RecPlex, features a 25-meter, eight-lane swimming pool; a field house for various sports; a whirlpool; saunas in the men's and women's locker rooms; and racquetball courts. Other amenities are two cardio theatres, a weight room, and group fitness courses. The Department of Recreation also oversees the outdoor tennis, basketball, and sand volleyball courts as well as two temporary, portable ice-skating rinks. Graduate students may join the Quick RecPlex on a per semester basis by presenting a current StagCard. For membership information and hours, call the Quick RecPlex office.

The **Security Department** is responsible for the safety of people and property on campus. Officers conduct around-the-clock patrols by bike, foot, and vehicle, and investigate and report violations of state, federal, and University regulations. In addition, officers are trained to provide emergency first aid and are considered supplemental first responders for the town of Fairfield. The department provides a report of its policies and procedures, along with annual campus crime statistics. To receive a copy, contact the department. Violations of University regulations that require immediate attention should be reported to the security office, which is located on the ground floor of Loyola Hall, Room 2. Security officers also oversee the flow of traffic on campus and enforce parking regulations.

Parking on Campus

A vehicle registration fee is included with tuition for graduate students. Vehicles must display a valid registration decal and be parked properly in designated areas. To register a vehicle, students must fill out and submit the online permit application available on StagWeb. Students then bring a printed copy of the online application, with their StagCard and vehicle registration, to the Security office. A pamphlet explaining traffic and parking regulations is available there. Unauthorized vehicles parked in fire lanes, handicapped spaces, or service vehicle spots are subject to fines and may be towed at the owner's expense. Vehicles of handicapped persons must display an official campus or state handicapped permit.

Accreditation

Fairfield University is fully accredited by the New England Association of Schools and Colleges, which accredits schools and colleges in the six New England states. Accreditation by one of the six regional accrediting associations in the United States indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators.

Additional accreditations include:

AACSB International – The Association to Advance Collegiate Schools of Business
Charles F. Dolan School of Business
 Accreditation Board for Engineering and Technology
Electrical Engineering program
Mechanical Engineering program
 Commission on Accreditation of Marriage and Family Therapy Education of the American Association for Marriage and Family Therapy (AAMFT)
Marriage and Family Therapy program
 Connecticut State Department of Higher Education
 Council for Accreditation of Counseling and Related Educational Programs (CACREP)
Counselor Education programs
 Commission on Collegiate Nursing Education
Undergraduate Nursing programs
Graduate Nursing programs

Program approvals include:

Connecticut State Department of Higher Education
Elementary and Secondary Teacher certification programs
Graduate programs leading to certification in specialized areas of education
School of Nursing programs
 Connecticut State Board of Examiners for Nursing
Undergraduate Nursing programs
Graduate Nursing programs

The University holds memberships in:

AACSB International – The Association to Advance Collegiate Schools of Business
 American Association of Colleges for Teacher Education
 American Association of Colleges of Nursing
 American Council for Higher Education
 American Council on Education
 ASEE – American Society for Engineering Education
 Association of Catholic Colleges and Universities
 Association of Jesuit Colleges and Universities
 Connecticut Association of Colleges and Universities for Teacher Education
 Connecticut Conference of Independent Colleges
 Connecticut Council for Higher Education
 National Association of Independent Colleges and Universities
 National Catholic Educational Association
 National League for Nursing
 New England Business and Economic Association

ACADEMIC POLICIES AND GENERAL REGULATIONS

Academic Advising and Curriculum Planning

All matriculated students must have a faculty advisor. Students will be assigned an advisor at the time they are notified of admission. After taking nine hours of graduate course work, students may select a different faculty advisor. All matriculated and special status students must meet with their advisors during their first semester to plan a program of study. We recommend that the advisor be consulted each semester about course selection.

Information about state certification requirements may be obtained from the certification officer or graduate faculty advisors.

Student Programs of Study

All programs of study must be planned with an advisor. In granting approval, the advisor will consider the student's previous academic record and whether or not the prerequisites set forth for the specific program have been met. Should a student wish to change his or her track or concentration, this request must be made in writing and approved by the advisor or the dean.

Academic Freedom

Fairfield University endorses full academic freedom as an essential prerequisite to our quest for truth and its free exposition. We encourage students and faculty to engage in free discussion and inquiry. In addition, we recognize that academic freedom carries with it correlative academic responsibilities. Thus, in our pursuit of excellence and truth, we must also hold to standards of intellectual honesty and objectivity.

Academic Honesty

Fairfield University's primary purpose is the pursuit of academic excellence. Teaching and learning must be based on mutual trust and respect. This is possible only in an atmosphere where discovery and communication of knowledge are marked by scrupulous, unqualified honesty and integrity. Such integrity is fundamental to, and an inherent part of, a Jesuit education. Any violation of academic integrity wounds the entire community and undermines the trust upon which the discovery and communication of knowledge depends.

All members of the Fairfield University community share responsibility for establishing and maintaining appropriate standards of academic honesty and integrity. As such, faculty members have an obligation to set high standards of honesty and integrity through personal example and the learning communities they create. It is further expected that students will follow these standards and encourage others to do so.

Honor Code

Fairfield University's primary purpose is the pursuit of academic excellence. All members of the Fairfield University community share responsibility for establishing and maintaining appropriate standards of academic honesty and integrity. This is possible only in an atmosphere where discovery and communication of knowledge are marked by scrupulous, unqualified honesty. Therefore, it is expected that all students taking classes at the University adhere to the following Honor Code:

"I understand that any violation of academic integrity wounds the entire community and undermines the trust upon which the discovery and communication of knowledge depends. Therefore, as a member of the Fairfield University community, I hereby pledge to uphold and maintain these standards of academic honesty and integrity."

Academic Dishonesty

Students are sometimes unsure of what constitutes academic dishonesty. In all academic work, students are expected to submit materials that are their own and to include attribution for any ideas or language that is not their own. Examples of dishonest conduct include but are not limited to:

- Cheating, such as copying examination answers from materials such as crib notes or another student's paper.
- Collusion, such as working with another person or persons when independent work is prescribed.
- Inappropriate use of notes.
- Falsification or fabrication of an assigned project, data, results, or sources.
- Giving, receiving, offering, or soliciting information in examinations.
- Using previously prepared materials in examinations, tests, or quizzes.
- Destruction or alteration of another student's work.
- Submitting the same paper or report for assignments in more than one course without the prior written permission of each instructor.
- Appropriating information, ideas, or the language of other people or writers and submitting it as one's own to satisfy the requirements of a course - commonly known as plagiarism. Plagiarism constitutes theft and deceit. Assignments (compositions, term papers, computer programs, etc.) acquired either in part or in whole from commercial sources, publications, students, or other sources and submitted as one's own original work will be considered plagiarism.
- Unauthorized recording, sale, or use of lectures and other instructional materials.

In the event of such dishonesty, professors are to award a grade of zero for the project, paper, or examination in question, and may record an F for the course itself. When appropriate, expulsion may be recommended. A notation of the event is made in the student's file in the academic dean's office. The student will receive a copy.

University Course Numbering System

Undergraduate

01-99	Introductory courses
100-199	Intermediate courses without prerequisites
200-299	Intermediate courses with prerequisites
300-399	Advanced courses, normally limited to juniors and seniors, and open to graduate students with permission

Graduate

400-499	Graduate courses, open to undergraduate students with permission
500-599	Graduate courses

Normal Academic Progress

Academic Load

A full-time student must carry nine or more credits each semester. Twelve credits is the normal maximum load permitted. During summer sessions, full-time students are permitted to carry a maximum load of nine credits. Students who work full-time or attend another school may not be full-time students unless specifically approved by their advisor, program director or department chair. Such individuals are ordinarily limited to six credits during the fall or spring semesters and six credits during the summer sessions.

Academic Standards, Maintenance

Students are required to maintain satisfactory academic standards of scholastic performance. Candidates for a master's degree or certificate of advanced study must maintain a 3.00 grade point average. Because of the

clinical nature of many of the graduate programs, departmental faculty also require demonstration of personal qualities that are conducive to the selected professional role.

Auditing

A student who wishes to audit a graduate course may do so only in consultation with the course instructor. A Permission to Audit form, available at the dean's office, must be completed and presented at registration during the regular registration period. No academic credit is awarded and a grade notation of audit (AU) is recorded on the official transcript under the appropriate semester. The tuition for auditing is one-half of the credit tuition, except for those hands-on courses involving the use of a computer workstation. In this case, the audit tuition is the same as the credit tuition. Conversion from audit to credit status will be permitted only before the third class and with the permission of the course instructor.

Independent Study

The purpose of independent study at the graduate level is to broaden student knowledge in a specific area of interest. Students must submit a preliminary proposal using the Independent Study Application form, which is available in the dean's office, to the major advisor. Frequent consultation with the major advisor is required. Students may earn from one to six credits for an independent study course.

Matriculation/Continuation

In the first 12 semester hours, the student must complete at least one course from the intended area of concentration and a philosophical foundations course if required. To remain in good academic standing, a student must achieve a 3.00 cumulative quality point average upon completion of the first 12 semester hours. A student whose cumulative quality point average falls below 3.00 in any semester is placed on academic probation for the following semester. Students on academic probation must meet with their advisors to program adjustments to their course load. If, at the end of the probationary semester, the student's overall average is again below 3.00, he or she may be dismissed.

Continuation in a state certification program requires performance above the minimum academic level in advanced courses and field experiences, and the recommendation of the area faculty.

Time to Complete Degree

Students are to complete all requirements for a degree and file an application for graduation within a period of six years from the date of enrollment in the first course completed for credit toward the degree. Students should follow the degree requirements described in the general catalog in effect on the date on which they are formally admitted to their degree program. The catalog year runs from Sept. 1 to Aug. 31. If education is interrupted, a student must apply for readmission. See "Readmission" on page 14.

Over and above the minimum requirements stated in the catalog, the dean may require additional evidence of fitness for the degree.

Applications for and Awarding of Degrees

All students must file an application for the awarding of the master's degree and the certificate of advanced study in the dean's office by the published deadline. Graduate students must successfully complete all requirements for the degree in order to participate in commencement exercises. Refer to the calendar for the degree application deadline.

Graduation and Commencement

Diplomas are awarded in January, May, and August (see calendar for application deadlines). Students who have been awarded diplomas in the previous August and January, and those who have completed all degree requirements for May graduation, are invited to participate in the May commencement ceremony. However, graduate students must successfully complete all requirements for the degree in order to participate in commencement.

Comprehensive Examination

The following designations for grading the written comprehensive examination of work offered for the master's degree in the Graduate School of Education and Allied Professions are used:

Pass with Distinction

Pass

Fail

It is strongly recommended that students plan to take the comprehensive examination at least one semester before they anticipate graduating.

Applications to take the examination may be submitted after the completion of 24 semester hours of class work and are available in the dean's office. If the first examination is failed, one retake examination is permitted. Passing the comprehensive examination is a requirement for all programs leading to the master of arts degree except in the Curriculum and Instruction; TESOL, Foreign Language, and Bilingual Education; or Psychology programs, in which candidates may elect to take the comprehensive examination or complete a master's thesis.

Connecticut State Certification

Initial certification of any type by the Connecticut Department of Education requires institutional approval as to scholarship, professional preparation, qualities of character, and personal fitness for teaching. Application forms for Connecticut initial certification are available in the dean's office in Canisius Hall, Room 102, and can

also be downloaded directly from the Connecticut State Department of Education website (<http://www.state.ct.us/sde/dtl/cert/toccert.htm>); student information on the first page of the application should be completed before the application is submitted to the assistant dean for completion of the second page (institutional recommendation). No recommendation will be issued until at least 15 semester hours have been completed at Fairfield University. Endorsement for certification depends on fulfillment of the regulations in effect at the time of application for state certification.

Approved certification programs are listed on page 17 and described in pages 19 to 60 of this catalog. All graduates of these programs who are recommended for certification in Connecticut may be qualified for certification in states that are party to the NASTDEC Interstate Contract.

Grading System

Grades; Academic Average

The work of each student is graded on the following basis:

A	Excellent
B	Good
C	Fair
F	Failed
I	Incomplete
P	Pass
W	Withdrew without penalty

The symbol + suffixed to the grades of B and C indicates the upper ranges covered by those grades. The symbol - suffixed to the grades A, B, and C indicates the lower ranges covered by those grades.

The grade of incomplete is given at the discretion of individual professors. All coursework must be completed within 30 days after the last class in the course for which a student has received an incomplete grade, after which the I becomes an F. Pass or Fail grades are used in a limited number of courses.

No change of grade will be processed after a student has graduated. Any request for the change of an earned letter grade is at the discretion of the original teacher of the course and must be recommended in writing to the dean by the professor of record within one calendar year of the final class of the course or before graduation, whichever comes first.

A student may request an extension of the one-year deadline from the dean of their school if he or she can provide documentation that extenuating circumstances warrant an extension of the one-year deadline. Such an extension may be approved only if the professor of record agrees to the extension and an explicit date is stipulated by which the additional work must be submitted.

A change of an incomplete grade follows the established policy.

A student who elects to withdraw from a course must obtain written approval from the dean. Refunds will not be granted without written notice. The amount of tuition refund will be based upon the date the notice is received. Fees are not refundable unless a course is canceled.

Each grade has a numerical value as follows:

A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
F	0.00

Multiplying a grade's numerical value by the credit value of a course produces the number of quality points earned by a student. The student's grade point average is computed by dividing the number of quality points earned by the total number of credits completed, including failed courses. The average is rounded to the nearest second decimal place.

Incomplete

An incomplete grade is issued in the rare case when, due to an emergency, a student makes arrangements - in advance and with the professor's and the dean's permission - to complete some of the course requirements after the semester ends. All course work must be completed within 30 days of the end of the term. Any I still outstanding after the 30-day extension will become an F and the student will be excluded from the program.

Transfer of Credit and Waivers

Requests for transfer of graduate credit or course waiver must be recommended by the faculty advisor or department chair and approved by the dean or assistant dean. Transfer of credit from another accredited institution of higher learning will be allowed if it was applicable to a graduate degree at the institution at which it was earned; not used toward another graduate degree; and completed prior to enrolling at Fairfield University. If this transfer of credit is to be applied toward the C.A.S., only graduate work done after completion of a master's degree and before enrolling at Fairfield will be considered. Such work shall have been completed within a period of five years prior to enrollment, and the grade received for the work may not be less than B. As many as six credits may be transferred if they relate to the student's present program. Upper-division undergraduate courses and graduate courses with grades of B or better may, at the discretion of the faculty advisor, be used for waiving prerequisites or for meeting content requirements.



A limited number of courses taken at other institutions of higher learning in fields of specialization that are not offered at Fairfield University may be accepted after enrollment as part of the credit requirements, provided the candidate has written approval of the dean or assistant dean before registering for such courses.

Disruption of Academic Progress

Academic Probation/Dismissal

A student whose overall grade point average falls below 3.00 in any semester is placed on probation for the following semester. If the overall grade point average is again below 3.00 at the end of that semester, the student may be dropped from the School. Any student who receives two course grades below 2.67 or B- will be excluded from the program.

Withdrawal

Students who wish to withdraw from a single course, all courses, or the School, must submit a written statement of their intention to the appropriate dean for approval. Failure to attend class or merely giving notice to an instructor does not constitute an official withdrawal and may result in a penalty grade(s) being recorded for the course(s). In general, course withdrawals are not approved after the sixth scheduled class. In extreme cases, exceptions may be approved by the dean.

Readmission

All students who interrupt their education for more than 12 successive months must be reinstated. Requests for reinstatement may be made by letter to the assistant dean at least one month prior to enrollment in courses. If a student has been inactive for 24 months or longer, it will be necessary to submit a new application for admis-

sion to graduate programs. A review of past work will determine the terms of readmission.

Students who receive a master's degree from Fairfield University and who want to begin programs leading to a certificate of advanced study are required to file a new application of admission.

Academic Grievance

Procedures for review of academic grievances protect the rights of students, faculty, and the University by providing mechanisms for equitable problem solving.

A grievance is defined as a complaint of unfair treatment for which a specific remedy is sought. It excludes circumstances that may give rise to a complaint for which explicit redress is neither called for nor sought, or for which other structures within the University serve as an agency for resolution.

Academic grievances relate to procedural appeals or to academic competence appeals, or to issues of academic dishonesty. Procedural appeals are defined as those seeking a remedy where no issue of the quality of the student's work is involved. For example, a student might contend that the professor failed to follow previously announced mechanisms of evaluation.

Academic competence appeals are defined as those seeking a remedy because the evaluation of the quality of a student's work in a course is disputed. Remedies would include but not be limited to awarded grade changes, such as permission to take make-up examinations or to repeat courses without penalty.

Academic dishonesty appeals are defined as those seeking a remedy because of a dispute over whether plagiarism or cheating occurred. Remedies would include but not be limited to removal of file letter, change of grade, or submitting new or revised work.

The procedures defined here must be initiated within one semester after the event that is the subject of the grievance.

Informal Procedure

Step one: The student attempts to resolve any academic grievance with the faculty member, department chair, or other individual or agency involved. If, following this initial attempt at resolution, the student remains convinced that a grievance exists, she or he advances to step two.

Step two: The student consults the chair, or other individuals when appropriate, bringing written documentation of the process up to this point. If the student continues to assert that a grievance exists after attempted reconciliation, he or she advances to step three.

Step three: The student presents the grievance to the dean of the school in which the course was offered, bringing to this meeting documentation of steps one and

two. If the dean's attempts at mediation prove unsuccessful, the student is informed of the right to initiate formal review procedures.

Formal Procedure

Step one: If the student still believes that the grievance remains unresolved following informal procedures, she or he initiates the formal review procedure by making a written request through the dean of the school in which the course was offered for a formal hearing in the academic vice president's office. Such a request should define the grievance and be accompanied by documentation of completion of the informal process. It should also be accompanied by the dean's opinion of the grievance.

Step two: The academic vice president determines whether the grievance merits further attention. If not, the student is so informed.

If, however, the grievance does merit further attention, the academic vice president determines whether it is a procedural, competence, or academic dishonesty appeal.

- If it relates to a procedural matter, the academic vice president selects a dean (other than the dean of the involved school) to chair a grievance committee.
- If it relates to an academic competence matter, the academic vice president requests from the dean involved the names of two outside experts to serve as a consultant panel in determining the merit of the student's grievance.
- If it relates to academic dishonesty, the academic vice president will convene a committee comprised of a dean and two faculty from outside the department in which the course was offered to review the material and the sanctions.

In addition, in some instances it may be possible for the academic vice president to settle the grievance.

Step three: For procedural appeals, the grievance committee takes whatever steps are deemed appropriate to render a recommendation for resolving the grievance. The committee adheres to due process procedures analogous to those in the Faculty Handbook.

For competence appeals, the academic vice president contacts the outside panel members and requests that they review the case in relation to its content validity.

For academic honesty appeals, the academic vice president will request that the committee present a written report of their findings relating to the validity of the charge and the sanctions.

Step four: The recommendation from either the grievance committee or the panel is forwarded to the academic vice president in written form, accompanied, if necessary, by any supporting data that formed the basis of the recommendation.

Step five: The academic vice president renders a final and binding judgment, notifying all involved parties. If the grievance involves a dispute over a course grade given by a faculty member, the academic vice president is the only University official empowered to change that grade, and then only at the recommendation of the committee or panel.

Transcripts

Graduate transcript requests should be made in writing to the University Registrar's Office in Canisius Hall. There is a \$4 fee for each copy (faxed transcripts are \$6). Students should include the program and dates that they attended in their requests. In accordance with the general practices of colleges and universities, official transcripts with the University seal are sent directly by the University. Requests should be made one week in advance of the date they are needed. Requests are not processed during examination and registration periods.

Student Records

Under the Family Educational Rights and Privacy Act passed by Congress in 1974, legitimate access to student records has been defined. A student at Fairfield University, who has not waived that right, may see any records that directly pertain to the student. Excluded by statute from inspection is the parents' confidential statement given to the financial aid office and medical records supplied by a physician.

A listing of records maintained, their location, and the means of reviewing them is available in the dean's office. Information contained in student files is available to others using the guidelines below:

1. Confirmation of directory information is available to recognized organizations and agencies. Such information includes name, date of birth, dates of attendance, address.
2. Copies of transcripts will be provided to anyone upon written request of the student. Cost of providing such information must be assumed by the student.
3. All other information, excluding medical records, is available to staff members of the University on a need-to-know basis; prior to the release of additional information, a staff member must prove his or her need to know information to the office responsible for maintaining the records.

A Message From the Dean

The primary purpose of professional graduate schools is to search for answers to the pressing educational, social, civic, political, and psychological problems that have an impact on children, youth, families, and communities. Fairfield University's Graduate School of Education and Allied Professions has responded to this challenge by developing and implementing programs of study that address these social imperatives. As a result, the Graduate School prepares professionals who are eminently qualified to join in partnerships with institutions and agencies that share a common mission.

This catalog describes the programs that lead to a master of arts degree and a certificate of advanced study. Also included are the courses of study that fulfill the requirements for a variety of Connecticut professional certificates. The schedule of course offerings for the fall, spring, and summer sessions appear in separate publications that are available prior to each registration period.

I welcome you to Fairfield University's Graduate School of Education and Allied Professions. The faculty joins me in the commitment to provide graduate programs that are models of academic excellence and to support you as you pursue your professional goals.



Margaret C. Deignan

Dr. Margaret C. Deignan

Dean

The Graduate School of Education and Allied Professions

The Graduate School of Education and Allied Professions prepares its students to use their knowledge in school settings and, as its name implies, also prepares students for human service professions that support students in their schools, in their families, and in the broader community. Led by a full-time faculty, the School offers master of arts degree and certificate of advanced study programs as well as Connecticut State Department of Education accredited certification programs in 18 endorsement areas.

Courses of study leading to a master of arts degree and to a certificate of advanced study include:

1. Curriculum and Instruction
2. Curriculum and Teaching
3. Elementary Education (M.A. only)
4. TESOL, Foreign Language, and Bilingual/Multicultural Education
5. Community Counseling
6. School Counseling
7. Marriage and Family Therapy (M.A. only)
8. Applied Psychology (M.A. only)
9. School Psychology
10. Special Education
11. Educational Technology
12. Computers in Education

Approved Connecticut State Department of Education certification programs include:

1. Elementary Education
2. Secondary Education in English, mathematics, biology, chemistry, physics, general science, French, German, Latin, Spanish, and history/social studies
3. Special Education
4. Bilingual Education
5. TESOL
6. School Counseling
7. School Media Specialist
8. School Psychology

Mission

The Graduate School of Education and Allied Professions advances the mission of Fairfield University through the education and training of professionals who teach, counsel, and serve the wider community. All of our various courses of study share a commitment to empower and ennoble the whole person through recog-

nition of the Jesuit values of social responsibility and the affirmation of diversity.

Together, the departments of the School encompass a variety of perspectives that include preparing educators and allied mental health professionals who:

- Believe in the inherent worth and dignity of each person
- Promote the well-being of individuals, couples, families, and communities
- Commit to serve a diverse society
- Understand human behavior at individual, organizational, and community levels
- Understand the impact of information technologies on the individual, the family, the community, the nation, and the world
- Uphold the highest standards of professional conduct

The School strives for excellence in education, not only seeking knowledge for its own sake, but the application of that knowledge to the betterment of all. The overarching goal of the School is to promote and support in our graduate students the professional attributes of intellectual rigor, personal integrity, collaboration, informed decision-making, self-reflection, and social responsibility in their commitment to those whom they serve.

Disposition Statement

All prospective and admitted students to the Graduate School of Education and Allied Professions are expected to demonstrate the personal and professional dispositions that are:

- embodied in the mission statement of the GSEAP;
- outlined in the ethical codes of their chosen profession;
- and stipulated by their particular graduate departments.

Education, psychology, and mental health professionals must be held to the highest standards as they prepare to serve the public in important ways. Students who exhibit attitudes, beliefs, values, or behavior not consistent with these dispositions, or who do not demonstrate the potential to do so:

- may be denied admission to the program;
- may be required to participate successfully with academic remediation;
- may be required to demonstrate emotional and behavioral intervention prior to a decision allowing them to continue their studies;
- may be dismissed from the program.



The School

Since its first graduation in 1951, the Graduate School of Education and Allied Professions has awarded 8,084 master's degrees and 2,215 certificates of advanced study (as of August 2003). The current structure of the School consists of six departments that house 17 distinct programs of study. Eight of those programs are accredited by the Connecticut State Department of Education for the issuance of certificates to practice those professions. In addition to the accreditation of state certification programs, the departments of Marriage and Family Therapy and Counselor Education are nationally accredited by their professional organizations. The School has earned the reputation of being a model of excellence and innovation within its various professional communities. By engaging in continual internal program assessment, the School is able to create and maintain curricular offerings and clinical field experiences that keep the GSEAP on the leading edge of all of our disciplines.

Degree Requirements Overview

Master of Arts

1. Candidates must complete a minimum of 33 credits or the number of credits specified by the department.
2. Candidates must complete the number of credits in their major field and approved electives as specified by the department.
3. Candidates will be required to pass a written comprehensive examination in the work offered for the degree. To be eligible to sit for the examination, students must complete the minimum number of semester hours of coursework as determined by their department. We recommend that students take the comprehensive examination at least one semester prior to their anticipated semester of graduation. If the first examination is failed, one retake of the examination is permitted. Candidates in the Curriculum and Teaching; TESOL, Foreign Language, and Bilingual Education; or Psychology programs may opt to complete a master's thesis instead of the comprehensive examination.
4. Candidates must have a minimum grade point average of 3.00 in order to be eligible to graduate.
5. Candidates must submit an Application for Degree (available in the dean's office) by the scheduled deadline.

All students must register with the dean's office for the comprehensive examination. Refer to the graduate school calendar for the registration deadline.

Certificate of Advanced Study

1. Candidates must complete a minimum of 30 credits in an approved program of advanced study. Students whose previous program of study was in a field other than that selected for the sixth year of study will be required to complete certain introductory graduate courses before being accepted for advanced study.
2. Candidates must complete 15 credits in the major field and all other courses required by the department.
3. Candidates must have a minimum overall grade point average of 3.00. Any grade below a B- may not be credited toward a certificate of advanced study.
4. Candidates must submit an Application for Degree (available in the dean's office) by the scheduled deadline.

Graduate Programs

COUNSELOR EDUCATION

Faculty

Virgina A. Kelly (*chair*)
Bogusia Molina
Tracey Robert
Richard Madwid (*clinical coordinator*)

The Counselor Education Department offers a master of arts degree and a certificate of advanced study degree in community counseling and school counseling. The community counseling concentration prepares students to work in a variety of human service settings, including community counseling centers, career centers, substance abuse centers, crisis counseling centers, and other community agencies offering counseling services. The school counseling concentration prepares students to work as counselors in elementary, middle, and secondary schools. Students are endorsed for certification and/or job placement only in their area of concentration.

The Community and School Counseling M.A. programs are accredited by the Council for the Accreditation of Counseling and Related Educational Programs, a specialized accrediting body recognized by the Council on Recognition of Postsecondary Accreditation. In addition, the M.A. degree fulfills some of the requirements for licensure as a licensed professional counselor within the state of Connecticut.

In view of the responsibilities and role of the counselor in school and community settings, students whose work is of marginal quality in pertinent courses or who demonstrate personal qualities that are not conducive to the role of counselor will not be recommended for matriculation or continuation in the department. In addition, the disposition statement presented on page 17 is applicable to these programs as it is to all programs in the Graduate School of Education and Allied Professions.

Admission to the Department

Admission decisions are made twice yearly. The deadlines for submission of application materials are March 1 for summer and fall admission and Nov. 1 for spring admission.



In addition to the basic admission application, students are required to complete an application supplement. Candidates are notified regarding an interview after a paper review of their credentials. Passing or waiving Praxis I testing is required before formal admission to the School Counseling program.

Requirements for the M.A.

Counselor education students in both concentrations must complete a minimum of 48 credits for the M.A. degree. State certification as a school counselor may be accomplished as part of the M.A. program of study.

Requirements for the C.A.S.

Counselor education students who earn a minimum of 30 credits beyond the M.A. degree in an approved program are awarded a C.A.S. in school counseling. A C.A.S. may be obtained in community counseling provided the candidate possesses a master's degree in a mental health counseling discipline such as social work, rehabilitation counseling, community counseling, or counseling psychology.

School Counselor Certification

Students who have no prior teaching experience but wish to be certified in Connecticut as school counselors may do so by completing a full-time, yearlong academic internship in a public school setting prior to completion of the M.A. degree. Certification also requires completion of the M.A. degree.



Preparation for Connecticut State Licensure and National Counselor Certification

Students who graduate from the Counselor Education master's degree programs will have completed the requirements to sit for the national certification exam and some of the requirements to become a licensed professional counselor within the state of Connecticut. Individuals wishing to complete these requirements will need an additional nine to 12 credits of graduate study within the field. The department offers the national certification exam; passing this exam results in national counselor certification. In addition, this exam serves as the counselor licensing examination in Connecticut. Students who complete the additional coursework requirements and pass the exam will be required to obtain 3,000 supervised clinical hours and 100 hours of supervision under a licensed professional counselor prior to applying for state licensure.

Students graduating with a C.A.S. degree are not covered under these guidelines and need to obtain national certification and state licensure on an individual basis according to guidelines outlined by the National Board of Certified Counselors and Connecticut Department of Public Health. The Counselor Education Department is an approved National Board for Certified Counselors continuing education units provider.

Programs of Study – M.A.

Community Counseling

(minimum of 48 credits)

Social and Cultural Foundations (three credits)

CN 433 Multicultural Issues in Counseling

Human Development (six credits)

CN 447 Lifespan Human Development

PY 437 Psychopathology and Classification II

Professional Orientation (three credits)

CN 468 Professional Issues in Counseling

Helping Relationship (nine credits)

CN 500 Theories of Counseling and Psychotherapy

CN 553 Counseling Relationships and Skills

FT 550 Introduction to Marriage and Family Therapy

Group Work (three credits)

CN 455 Group Work: Theories and Practice

Lifestyle and Career Development (three credits)

CN 457 Career Development: Theory and Practice

Appraisal (three credits)

CN 467 Assessment in Counseling

Research and Evaluation (three credits)

CN 566 Research Methodology

Clinical Instruction (six to nine credits)*

CN 558 Counseling Practicum

CN 590C Internship: Community Counseling

Specialized Curriculum (three credits)

CN 432 Community Counseling: Management, Delivery, and Evaluation

Elective courses (three credits)

Comprehensive examination, which may be taken during the last semester of study or one semester prior.

**Grades of B or better are required in the sequence of clinical coursework.*

School Counseling

(minimum of 48 credits)

Social and Cultural Foundations (three credits)

CN 433 Multicultural Issues in Counseling

Human Development (six credits)

CN 447 Lifespan Human Development

PY 436 Psychopathology and Classification I

Professional Orientation (three credits)

CN 468 Professional Issues in Counseling

Helping Relationship (six credits)

CN 500 Theories of Counseling and Psychotherapy

CN 553 Counseling Relationships and Skills

Group Work (three credits)

CN 455 Group Work: Theories and Practice

Lifestyle and Career Development (three credits)

CN 457 Career Development: Theory and Practice

Appraisal (three credits)

CN 467 Assessment in Counseling

Research and Evaluation (three credits)

CN 566 Research Methodology

Clinical Instruction (nine to 15 credits)**

CN 558 Counseling Practicum

CN 590S Internship: School Counseling

Specialized Curriculum (nine credits)CN 531 School Counseling: Procedures,
Organization, and Evaluation

ED 429* Philosophical Foundations of Education

SE 405* Exceptional Learners in the Mainstream

Elective courses

Comprehensive examination, which may be taken during the last semester of study or one semester prior.

* Not required for M.A., but required for school counseling certification when the candidate lacks a Connecticut Educator Certificate.

**Grades of B or better are required in the sequence of clinical coursework.

**Course Descriptions****CN 400 Special Topics in Counseling**

This one-credit weekend course offers students a concentrated examination of one counseling issue. Topics vary and are described in semester bulletins. One credit.

CN 403 Seminar in Special Topics

This course explores advanced topics in the field of counselor education. Topics vary each term, are determined by the counselor education department chair, and reflect current trends and themes in the field of counseling. Three credits.

CN 432 Community Counseling: Management, Delivery, and Evaluation

Designed to familiarize students with the workings of community-based human service programs, this course focuses on organizational structure, agency goals and human resources, program development, needs assessment, grant writing, consultation roles, and program evaluation. Three credits.

CN 433 Multicultural Issues in Counseling

Students examine issues in counseling individuals and families from diverse ethnic, cultural, racial, and socioeconomic backgrounds and discuss the social, educational, economic, and behavioral factors that impact clinical work. The course addresses counseling men, women, and couples, and the issues of gender role stereotyping and changing sex roles, and integrates professional contributions from individual counseling and family therapy literature. Cross-referenced as FT 433. Three credits.

CN 447 Lifespan Human Development

This course explores the processes of individual and family development from childhood through old age. Presenting theoretical perspectives for studying child, adult, and family development, the course examines the modification of family structures over time and psychosocial development within family systems and cultural contexts. Cross-referenced as PY 447 and FT 447. Three credits.

CN 454 Introduction to Counseling Children and Adolescents

This course provides an overview of theories and research pertinent to counseling children and adolescents. Students examine factors that promote and hinder healthy human development and receive information regarding assessment, counseling process, and evaluation process unique to working with children and adolescents. The course addresses multicultural dynamics and identifies issues relevant to divorce, grieving, and coping with crisis. Procedures include activities designed to help students conceptualize an ecosystemic framework for the counseling process. (Prerequisites: CN 447, CN 500 or permission of the instructor, CN 553) Three credits.

CN 455 Group Work: Theories and Practice

This laboratory course focuses on group counseling theories and tasks in an interpersonal context. Students observe the nature of their interactions with others and enhance their knowledge about the nature of groups and the theories/laws of their development. Formerly Group Process. (Prerequisite: matriculation in a counselor education program, CN 500, CN 553, or permission of the instructor) Three credits.

CN 457 Career Development: Theories and Practice

Students examine the psychology of work and theories of career development while exploring vocational interest tests and the uses of various counseling techniques. The course emphasizes career counseling and guidance throughout life. Three credits.

CN 465 Introduction to Substance Abuse and Addictions

Students explore basic information about the history and current use and abuse of various drugs and alcohol. Topics include addiction, 12-step programs, physiological effects, FAS, COAs, and family systems, as well as prevention, intervention, and treatment strategies for individuals and families. Cross-referenced as FT 465. Three credits.

CN 466 Substance Abuse Interventions

This course uses didactic and experiential techniques to understand and facilitate interventions with substance abusers and their families. Topics include the role of motivational counseling and techniques developed by the Johnson Institute. (Prerequisite: CN 465 or a basic understanding of the addictions field) Three credits.

CN 467 Assessment in Counseling

This course establishes an understanding of principles and procedures associated with standardized and non-standardized assessment in community and school settings. Students acquire skills necessary for conducting basic assessments and explore principles of diagnosis, individual, group, and environmental assessments. The course includes an overview of intelligence, attitude, interest, motivation, aptitude, achievement, personality, adjustment, and development; examines legal, ethical, and multicultural concerns; and presents considerations unique to individuals with special needs. (Prerequisite: CN 553) Three credits.

CN 468 Professional Issues in Counseling

This course provides an orientation to the counseling profession, including the history of professional counseling; professional identity; the social, economic, and philosophical bases of the profession; the major legal and ethical issues facing the profession; and current and future issues and trends in counseling. Three credits.

CN 500 Theories of Counseling and Psychotherapy

This course examines philosophical bases for counseling theory, ethical and professional issues, and eight to nine theories that contribute to the practice of professional counseling, including psychoanalytic, humanistic/existential, cognitive/behavioral, and systemic approaches. Three credits.

CN 531 School Counseling: Procedures, Organization, and Evaluation

This course provides students with the information necessary to understand the development of effective group facilitation skills and knowledge of organizing, implementing, and evaluating groups. The course addresses theoretical and experiential understanding of group dynamics. Formerly Guidance Programs: Procedures, Organization, and Evaluation. Three credits.

CN 533 Advanced Multicultural Counseling Strategies and Skills

This course explores the use of counseling strategies and skills that are appropriate and relevant when counseling clients from various cultural backgrounds. Students learn to evaluate and assess the systems of individual clients, couples, and/or families, and how those systems impact client wellbeing. Students use role-playing, the Triad Model, and reflecting teams to develop cultural competency in working with clients from diverse backgrounds. This course emphasizes culturally specific counseling approaches. (Prerequisite: CN 433) Three credits.

CN 553 Counseling Relationships and Skills

This introductory course equips students with various techniques of interpersonal communication and assessment, and reviews their application in counseling. The course emphasizes role-playing with the use of videotape and two-way mirror observation. Formerly Counseling Pre-Practicum. Three credits.

CN 554 Group Facilitation

Students explore the dynamics of interpersonal relationships in a laboratory setting as participants and leaders in a group. The course focuses on identifying the structure and leadership of counseling groups and analyzing the dynamics that render them therapeutic. (Prerequisites: CN 455, CN 553) Three credits.

CN 558 Counseling Practicum

Students develop their individual, group, and consultation skills in this course through placement in a counseling setting, while receiving individual and group supervision on campus weekly. Participation requires video or audio taping at the practicum site for supervision and demonstration of diagnosis and treatment planning skills. Additional requirements include 100 clock hours, including 40 direct service hours. Students may repeat this course once for credit. (Prerequisites: matriculation in Counselor Education program, permission of advisor) Three credits.

CN 566 Research Methodology

This course covers statistical procedures and research design for the consumer of human services research, with an emphasis on selecting appropriate experimental designs, understanding the inferential potential of statistical procedures, and evaluating published research. Students focus on research in their respective disciplines (school counseling, family therapy, etc.). Three credits.

CN 585 Clinical Supervision

Intended for post-master's degree practitioners in counseling, marriage and family therapy, psychology, or social work, who are engaged in the practice of clinical supervision or preparing to become supervisors, this course covers major conceptual approaches to supervision, supervision methods, evaluation of supervisees, ethical and legal issues, and additional variables that affect supervision. The course offers experiential components to supplement didactic material. Cross-referenced as FT 585. Three credits.

CN 590C Internship: Community Counseling

In community counseling setting placements consistent with their career goals, student interns receive individual supervision. University faculty conduct weekly group supervision on campus that includes an emphasis on clinical work, prevention, and consultation, as well as professional issues related to practice. Internship requirements include 600 clock hours, including 240 direct service hours. Students arrange their own internships with the assistance of the coordinator of clinical instruction. (Prerequisites: CN 558, permission of advisor) Six credits.

CN 590S Internship: School Counseling

In elementary, middle, and/or secondary school setting placements, student interns receive individual supervision. University faculty conduct weekly group supervision on campus that includes an emphasis on clinical work, prevention, and consultation, as well as professional issues related to practice. Internship requirements include 600 clock hours, including 240 direct service hours. Students make their own internship arrangements with the assistance of the coordinator of clinical instruction. (Prerequisites: CN 558, permission of advisor) Six to 12 credits.

CN 595 Independent Study in Counseling

Students undertake individual projects in consultation with a faculty member, based on proposals submitted one semester in advance. Three to six credits.

CURRICULUM AND INSTRUCTION

Faculty

Wendy Kohli (*chair*)

Patricia Calderwood

Sandra Billings

Jennifer Goldberg

Emily Smith

Joseph Ricciotti (*director, teaching internship program*)

The programs in curriculum and instruction focus on elementary and secondary education. They give special attention, at all levels, to general concerns of schooling: planning curricula, choosing methods of instruction, offering special education, developing teacher competencies, addressing multicultural issues in education, and incorporating technology into the curriculum.

Professional development can be pursued through master of arts and certificate of advanced study programs of a general or specialized nature. Planned programs leading to certification in elementary education or in teaching academic subjects at the secondary school level are offered for individuals preparing for the teaching profession.

Areas of Concentration

The programs of study for the following concentrations in the Curriculum and Instruction Department are:

Curriculum and Teaching

The Curriculum and Teaching program offers M.A. and C.A.S. degrees to non-certified and certified professionals in education and allied fields who wish to expand their knowledge of curriculum and instruction, and enhance their understanding of the teaching-learning process. A concurrent secondary education certification program is also available. Admission to the program is on a rolling basis.

Elementary Education

The Elementary Education program offers an M.A. degree with a concentration in elementary education. Those seeking the master's degree may concurrently apply to the elementary education teacher certification track. Both the master's only and master's with certification programs in elementary education are deliberately anchored within an understanding that elementary educators promote social justice and social responsibility as they work with students, families, and local communities. Admission decisions for formal entry into the program are made two times a year. The deadlines for submission of application materials are March 30 for fall and summer admission, and Oct. 15 for spring admission.

Teaching Certification in Elementary and Secondary Education

Planned programs offering a sequence of courses at the master's level that lead to Connecticut state certification are available in elementary education (grades K through six) and in secondary education (grades seven through 12) in the academic content areas of history/social studies, mathematics, biology, chemistry, physics, general science, French, German, Latin, Spanish, and secondary English.

Those wishing to enroll in a certification program must be formally admitted to either the Curriculum and Teaching or the Elementary Education degree program.

State regulations also require that students pass the PRAXIS I – an entry examination of essential skills in reading, writing, and mathematics – or present evidence of receiving a waiver of the PRAXIS I based on SAT scores of 1000 or better with minimum verbal and math subscores of 400, if taken prior to April 1, 1995, or of 1100 or better with minimum verbal and math subscores of 450, if taken on or after April 1, 1995. Students must also complete study in general education coursework as specified in the regulations and the requirements of the appropriate program, including a survey course in U.S. history; earn a subject-area major appropriate to the certification or at least 30 credits approved by the director of secondary certification programs in the intended certification subject area (students may be required to take additional courses if their subject-area coursework is not appropriate to the intended certification); present a minimum undergraduate cumulative grade point average of 2.67 and pass the required PRAXIS II or ACTFL test(s). Applicants must also meet additional requirements that include submission of an essay and at least two recommendations, and participation in an initial interview. To be considered an initial certification program completer and/or to receive an institutional endorsement when applying for initial educator certification from the Connecticut Department of Education, a student must have successfully completed all coursework in the planned program as well as all PRAXIS or ACTFL assessments required by the state

for the intended certification. Candidates must also meet specific performance-based and professional expectations and be recommended by the program faculty.

For the secondary certification program, undergraduate academic credit for life experience may be accepted through University College with the approval of the director of the secondary education program.

Information related to the most recent Connecticut certification regulations is available from graduate faculty advisors or the assistant dean. Applications for certification are available in the dean's office or can be downloaded directly from the Connecticut State Department of Education website at www.state.ct.us/sde.

In view of the teacher's role in the school and community, students whose relevant academic productivity is marginal or inadequate, who do not embody a socially responsible professional disposition, or who demonstrate unsuitable personal qualities, will not be recommended for matriculation, continuation in the teacher preparation program, student teaching placement, or state certification. In addition, the Disposition Statement presented on page 17 is applicable to this program as it is to all programs in the Graduate School of Education and Allied Professions.

Requirements for the M.A.

1. Complete a minimum of 33 credits.
2. Complete the following required courses:
 - a. ED 429 Philosophical Foundations of Education (should be taken within first 12 credits. NOTE: This is the required philosophy course for master's level students. Only by explicit exception will a master's candidate be permitted to take any other course to fulfill the requirement.)
 - b. ED 441 Teaching and Learning Within Multicultural Contexts of Education
 - c. ED 499 Introduction to Educational Research. (Prerequisite: at least six credits toward master's degree)
 - d. ED 512 Contemporary Schooling in Society, formerly Contemporary Issues in Education. (Prerequisite: at least six credits toward master's degree)
 - e. MD 400 Introduction to Educational Technology
3. Complete a minimum of 18 credits in an area of concentration and/or as approved electives.
4. Complete the comprehensive examination or master's thesis option:
 - a. Comprehensive examination – Candidates selecting this option are required to register to take the examination after having completed at least 24 credits and all required courses. Students may take the comprehensive exam concurrently with completion of required courses.

- b. Master's thesis – Candidates seeking to pursue this option are required to:
 - i. Inform their advisor of their decision to write a thesis after completing at least 15 but not more than 30 credits.
 - ii. Complete ED 499 prior to selecting the thesis option.
 - iii. Obtain agreement from their faculty advisor or other Curriculum and Instruction Department full-time faculty to serve as thesis advisor.
 - iv. Obtain thesis approval form and instructions for preparing the master's thesis from the chair of the Curriculum and Instruction Department or the dean's office.
 - v. Take ED 498 Thesis Seminar after completing at least 24 credits.
 - vi. Obtain written approval of the thesis by the thesis advisor, second reader, and department chairperson.
 - vii. Submit thesis to dean's office by appropriate date for graduation.

Requirements for the C.A.S.

1. Complete a minimum of 30 credits.
2. Take the following required courses:
 - a. ED 441 Teaching and Learning within Multicultural Contexts of Education
 - b. ED 521 Comparative Philosophies of Education
 - c. ED 534 Theories of Learning
 - d. ED 565 Principles of Curriculum Development and Evaluation
 - e. ED 590 Practicum in Teaching
3. Take 15 credits in area of concentration and/or approved elective courses.

Teaching Certifications

Elementary Education (Grades K-6)

- ED 405 Contexts of Education in the Primary Grades (formerly Education in the Primary Grades)
- ED 429 Philosophical Foundations of Education
- ED 437 Developing Literacy in the Elementary School: Primary Grades
- ED 441 Teaching and Learning within Multicultural Contexts of Education
- ED 442 Educational Psychology
- ED 447 Learning Mathematics in the Elementary Classroom (formerly Teaching Elementary School Mathematics)
- ED 522 Learning and the Child's Experience (formerly The Developmental Process)
- ED 531 Extending Literacy in the Elementary School: Grades 3-6

- ED 545 Developing Integrated Curriculum for Elementary Students: Inquiry and Action (formerly Science, Health, and Social Studies in the Elementary Classroom)
- MD 400 Introduction to Educational Technology
- SE 405 Exceptional Learners in the Mainstream
OR
- SE 430 Special Learners in the Regular Classroom
- ED 583 Elementary Student Teaching: Immersion in a Community of Practice (formerly Directed Observation and Supervised Student Teaching: Elementary Education)
- ED 584 Reflective Practice Seminar: Elementary Education

Based on elementary education faculty evaluations, teacher candidates may also be required to take PY 446 Developmental Psychology: Theory and Application in Professional Practice.

Advancement to student teaching is based on evidence of competence in specific tasks and fieldwork as well as suitable professional and personal dispositions. Consequently, at times, teacher candidates may be required to satisfactorily complete additional assignments, including focused fieldwork, before advancing to student teaching.

Secondary Education (Grades 7-12)

- ED 429 Philosophical Foundations of Education
- ED 441 Teaching and Learning within Multicultural Contexts of Education
- ED 442 Educational Psychology
- ED 465 Teaching Methods for Secondary School (for those students with no teaching experience)
OR
- ED 565 Principles of Curriculum Development and Evaluation (with advisor approval, may be substituted for those students with full-time teaching experience)
- ED 581 Directed Observation and Supervised Student Teaching: Secondary Education
- ED 582 Student Teaching Seminar: Secondary Education
- MD 400 Introduction to Educational Technology
- SE 405 Exceptional Learners in the Mainstream
OR
- SE 430 Special Learners in the Regular Classroom

English in Secondary Education (Grades 7-12)

- ED 429 Philosophical Foundations of Education
- ED 441 Teaching and Learning within Multicultural Contexts of Education
- ED 442 Educational Psychology
- ED 459 Developmental Reading in the Secondary School
- ED 466 Special Methods in Secondary School English
OR

- ED 565 Principles of Curriculum Development and Evaluation (with advisor approval, may be substituted for those students with full-time teaching experience)
- ED 581 Directed Observation and Supervised Student Teaching: Secondary Education
- ED 582 Student Teaching Seminar: Secondary Education
- EN 405 Literature for Young Adults
- EN 411 Teaching Writing in the 3-12 Classroom
- EN 417 Traditional and Structural Grammar Education
- MD 400 Introduction to Educational Technology
- SE 405 Exceptional Learners in the Mainstream
OR
- SE 430 Special Learners in the Regular Classroom

Language acquisition in young children

- ED 437 Developing Literacy in the Elementary School: Primary Grades
- ED 531 Extending Literacy in the Elementary School: Grades 3-6
- SL 447 Culture and Second Language Acquisition (requires written verification of elementary focus in coursework)

Methods of teaching foreign language at the elementary level

- SL 436 Methods and Materials for Second Language Teaching (requires written verification of elementary focus in coursework)

Certification in History/Social Studies

A student majoring in history may earn this certification by:

- Completing a history major, including U.S. history, western civilization, and non-western history, and by earning a total of 18 credits in a combination of three social sciences (politics, economics, and sociology/anthropology).

A student majoring in political science, economics, or sociology may earn this certification by:

- Completing a major in his/her social studies subject area and earning 18 credits in history, including U.S. history, western civilization, and non-western history.

A student majoring in an area other than history or social science may earn this certification by:

- Completing an interdisciplinary major consisting of 39 semester hours of credit in subjects covered by the endorsement, each of which shall include 18 semester hours of credit in history, including U.S. history, western civilization, and non-western history, provided that for the interdisciplinary major, study shall include a minimum of one course in each of the following areas: political science; economics; geography; sociology or anthropology; or psychology.

Elementary Foreign Language Cross-Endorsement for Secondary Education Students

Those who hold or are eligible for Connecticut state certification in teaching a foreign language at the secondary level may earn an elementary level cross-endorsement in that same language by successfully completing three semester hours of credit in language acquisition in young children and three semester hours of credit in methods of teaching foreign language at the elementary level. The following Fairfield University courses have Connecticut state approval for meeting these certification requirements:

Course Descriptions

ED 405 Contexts of Education in the Primary Grades

Based on current theory and practice in multicultural education, learning theory, child development, and classroom management, this course provides the opportunity to learn about and design learning environments in which primary grade children thrive, build supportive learning communities, and develop social conscience. Formerly Education in the Primary Grades. Three credits.

ED 429 Philosophical Foundations of Education

Drawing on a range of philosophical perspectives, this foundational course provides students with the opportunity to analyze critically some of the recurring themes in educational thought and connect them to the contemporary educational context. Fundamental questions will be examined including: the meaning of one's chosen vocation; the purposes of education and schooling in a democratic society; the ethical dimensions of the teaching/learning relationship; and the role of the social imagination in transforming the world. (NOTE: This course should be taken within the first 12 credits of master's degree study) Three credits.

ED 437 Developing Literacy in the Elementary School: Primary Grades

This course explores developmental literacy, with an emphasis on the primary grades. Guided by current research and practice in literacy, pedagogy, human development, and multicultural education, students assess and develop children's literacy strategies and skills; organize and implement group and individual instruction in reading and writing; develop a technologically current, literate classroom environment; and design curriculum to support literacy development and social responsibility. Course requirements include: collaborative work with peers and cooperating teachers, an extensive case study, and at least two hours per week of fieldwork in a priority school district. Three credits.

ED 441 Teaching and Learning within Multicultural Contexts of Education

This course explores and addresses the multifaceted aspects of multicultural education with the aim of engaging in a teaching-learning process where students explore their commitment to the well-being and learning of all students; develop a deep understanding of the needs of all students; develop strategies to promote caring, justice, and equity in teaching; learn to respect linguistic, racial, ethnic, gender, and cultural diversity; investigate how students construct knowledge; demonstrate an understanding of the relationship between students' daily life experiences and education; and critique systemic processes of discrimination that marginalize and silence various groups of students. Cross-referenced as SL 441. Three credits.

ED 442 Educational Psychology

Designed to provide an understanding of the psychology of teaching and learning, this course emphasizes child and adolescent development, motivation techniques, teaching and learning theories, strategies for working with culturally diverse student populations, student performance monitoring and assessment, and current issues in educational psychology. Especially appropriate for those new to the profession, this course helps participants develop insights into student behavior. Course requirements include field experience in a culturally diverse school setting approved by the instructor, for a minimum two hours per week. Three credits.

ED 443 Integrating Instructional Technologies into Elementary School Education

This course focuses on the applications of a variety of instructional technologies, including the Internet, spreadsheets, databases, graphics programs, multimedia programs, and audio and video programs to structure effective learning environments for elementary education students. Emphasis will also be placed on reviewing available teacher resources including lesson plans, collaborative projects, and cultural diversity projects. (Prerequisite: MD 400 or permission of instructor) Cross-referenced as CS 443/MD 443. Lab fee: \$45. Three credits.

ED 447 Learning Mathematics in the Elementary Classroom

In accordance with the professional standards for teaching mathematics, this course emphasizes the important decisions a teacher makes in teaching: setting goals, selecting or creating a variety of appropriate mathematical tasks, supporting classroom discourse; integrating mathematics across the curriculum; assessing student learning; and creating a supportive classroom environment. During this course, students explore the relevance of theory in the classroom. In addition, students investigate the development of specific concepts such as computation and geometry in elementary age children. Students will engage in adult-level mathematics activities designed to increase an



understanding of mathematics, examine the latest research on how children learn mathematics, and explore strategies for dealing with diverse learners. Additionally, as socially responsible educators, students examine how mathematical practices and teaching methods are influenced by underlying theoretical principles linked to history and the position of the classroom teacher. Course requirements include on-site fieldwork in an elementary school for a minimum of two hours per week during the semester. Formerly Teaching Elementary School Mathematics. Three credits.

ED 452 Integrating Technology in Content Areas: Language Arts and Social Studies

The course addresses the infusion of conventional and new technologies in teaching language arts and social studies curricula. Participants study and assess the educational values of innovative teaching strategies that employ a broad range of instructional materials and resources. Based upon a sound theoretical framework, instructional models, and the best practices, participants design and create units of instruction and lesson activities integrating technology resources, including audio, video, computer software, and Web-based resources. Participants also participate in online collaborative learning experiences with the purpose of establishing an ongoing community of learners for long-term collaboration. The course examines legal, ethical, and equity issues as they relate to the language arts and social studies classroom and discusses concepts of universal access to curriculum and universal design are discussed to help individualize instruction for all learners, particularly in the inclusive classroom. Participants create an electronic portfolio that can be expanded upon completion of the course. Cross-referenced as MD 452. Lab fee: \$45. Three credits

ED 459 Developmental Reading in the Secondary School

This course emphasizes enhancing reading comprehension in all curricular areas at the secondary level. Current reading theory and research provide the framework for examining a variety of instructional strategies. Additional areas explored include questioning techniques, concept development, study strategies, and assessment. Three credits.

ED 465 Teaching Methods for Secondary School

This course includes a comprehensive study of the principles, methods, and materials necessary for teaching in the middle, junior, and senior high schools. Students explore effective elements of instruction as they relate to practical applications in the classroom. The course addresses teaching specific subject areas through readings, subject-area reports, and a unit of work. Students practice teaching techniques in video-taped mini-teaching sessions. The course may include a field service component, and includes guidance on certification issues. (Prerequisite: permission of the director of secondary education, submission of a resume, and a writing sample of 3-4 pages.) Three credits.

ED 466 Special Methods in Secondary School English

Students explore the organizational pattern in which English can best be taught and analyze the effectiveness of various methodology in bringing about changes in the language usage of young people. The course considers such factors as appropriate curriculum materials, methods of organization, approaches to literature study, and procedures most cogent in the fields of grammar, composition, oral communication, and dialogue. The course may require a field service component. (Prerequisite: permission of the director of secondary education, submission of a resume and a writing sample of 3-4 pages.) Three credits.

ED 493 The Educational Imagination

This course explores alternative approaches to education. Drawing on the works of liberatory educators, such as Paulo Freire and Maxine Greene, as well as the arts and popular culture, this course provides the basis for dialogue on the transformative power of our imagination. This course views the teacher's role as one of empowering students to think critically about themselves and their relation to education and society, and the student's role as one of active participation in the learning process. Formerly Explorations in Critical Studies. Three credits.

ED 497 Supporting Science and Health-based Inquiry and Action

Guided by current research and practice in science and health education, pedagogy, human development, and multicultural education, students in this course design socially responsible, inquiry-oriented science and health curricula for the elementary grades that develop content knowledge, inquiry tools, technological competence, social responsibility, and critical thinking. The course requires extensive collaborative work. Formerly

Science and Health in the Elementary School. Three credits.

ED 498 Thesis Seminar

During this seminar for students who have selected the thesis option for completing an M.A. degree, participants develop research proposals, carry out the research, and complete their theses. Three credits.

ED 499 Introduction to Educational Research

In this course, students develop critical perspectives on research about education. Guided by current theory and practice in educational research, students reflect on ethical considerations of the researcher as well as the methodological tools that are used in educational research. Students are introduced to a wide range of qualitative and quantitative methods, which they use in analyzing data and reviewing current educational research articles. Through discussions, students consider how research can be a valuable tool that helps teachers systematically reflect on learning and teaching practices. During the course, students connect an area of interest with research methods as they develop research paper proposals. (Prerequisite: at least six credits toward a master's degree) Three credits.

ED 512 Contemporary Schooling in Society

Students investigate and discuss current issues important to education, seeking to understand the relationship between the systemic nature of particular issues and their specific manifestations in local, national, and global arenas. In addition, students identify the ways that they, as educators and as citizens, attend to these issues at the local level. (Prerequisite: at least six credits toward a master's degree) Formerly Contemporary Issues in Education. Three credits.

ED 517 Developing Collaborative Learning Methods

This workshop allows the participant to develop collaborative learning exercises within his or her curriculum. The workshop, which is predominately hands-on, ultimately aims to integrate collaborative exercises into the syllabi for the upcoming school year. Three credits.

ED 521 Comparative Philosophies of Education

This course offers a comparison of philosophical systems influential in education. Three credits.

ED 522 Learning and the Child's Experience

Drawing from classic and current cross-disciplinary theory and practice, students in this course gain a comprehensive, culturally sensitive knowledge of how children and young adolescents in the elementary grades learn, think, and interact as social beings. Students consider the development of individual children within the larger context of educational institutions. Beginning with an introduction of Piaget's and Vygotsky's frameworks for the understanding of development, students will further explore constructivism and socio-historical cultural views of learning as they consider the relevance of theory for teaching practices. Formerly The Developmental Process. Three credits.

ED 531 Extending Literacy in the Elementary School: Grades 3-6

This course explores the continuation of literacy development and learning, with emphasis on content-area literacy development in the later elementary grades. Guided by current research and practice in literacy, pedagogy, human development, and multicultural education, students learn to assess and develop children's literacy strategies and skills, organize and facilitate group and individual learning in reading and writing, and design and carry out content-based curriculum to support continued literacy development and social responsibility. The course addresses the integration of visual and performing arts and appropriate use of electronic technology, includes collaborative work with cooperating teachers, and requires at least two hours per week of fieldwork in priority school districts. (Prerequisite: ED 437 or permission of instructor) Formerly *Methods of Teaching Literacy in the Elementary School: Grades 3-6*. Three credits.

ED 533 Learning Values: The Intersections of Individual and Cultural Values and Morality in Schooling

In this course, students examine the enculturation processes that transmit and create values and morality in individuals. They examine how schools incorporate values and morality throughout formal and informal curricula. Through the examination of theoretical frameworks and case studies, students develop a critique of schooling as a normative institution, locate individual moral development within a cultural context, and examine the intersections of individual and cultural values and morality in schooling. Formerly *Learning Values: Moral Development and Moral Education*. Three credits.

ED 534 Theories of Learning

This course presents a detailed consideration of the positions on the nature and conditions of human learning found in the principal schools of psychology and in contemporary research. Cross-referenced as PY 534. Three credits.

ED 545 Developing Integrated Curriculum for Elementary Students: Inquiry and Action

Guided by current research and practice in pedagogy, human development, and multicultural education, students in this course design socially responsible, inquiry and action-oriented, interdisciplinary curriculum units that develop content knowledge, inquiry tools, technological competence, social responsibility, and critical thinking. Current emphasis is on social studies, science, and health content. The course requires extensive collaborative work. (Prerequisites: ED 437, ED 531, or permission of the instructor) Formerly *Science, Health, and Social Studies in the Elementary Classroom*. Three credits.

ED 546 Integrating the Arts and Technology into the Elementary School Curriculum

This course demonstrates that music and the arts are an integral part of the school curriculum and that they can be utilized to promote awareness, acceptance, and respect for diverse cultures. Properly conceived, the arts constitute a great integrating force if viewed as a component of every discipline. New art forms and techniques of electronic artistic expressions have emerged with the advent of the new information age. Teachers and school media specialists must develop their awareness of conventional forms of art as well as electronic formats, their abundant resources, and their potential infusion within the elementary school curriculum. Formerly *Integrating the Arts into the Elementary School Curriculum*. Cross-referenced as MD 546. Three credits.

ED 556 Creating Constructivist K-12 Classrooms: Connecting Theory and Practices

This course offers an interdisciplinary, project-based approach to constructivism for the classroom. Students explore issues of planning, implementing, and assessing constructivist-based instructional units and learn about classroom management and equity issues related to constructivist teaching and learning. The course provides an opportunity for participants to engage in hand-on activities that help students construct their own knowledge. Formerly *Constructivist Methods for Secondary Teachers*. Three credits.

ED 558 Youth, Identity and Culture

This course explores contemporary adolescent identity and development. Drawing on current research, theory and practice, students will explore the creative potential and challenges of adolescence. Formerly *21st-Century Adolescent Psychology*. Three credits.

ED 561 Summer Institute in the Teaching of Writing

In this course for certified teachers of grades K-12 in all disciplines, participants become familiar with contemporary theory regarding aspects of literacy, with emphasis on composition theory. Participants explore best practices that extend theory into the classroom. A primary focus for inquiry is language development for students for whom English is a second language and for "at risk" students. In addition, participants explore literacy issues through their own writing and through independent research in an area of study that is appropriate to their professional needs. The Connecticut Writing Project/Fairfield prepares participants to provide professional development support. Three credits.

ED 565 Principles of Curriculum Development and Evaluation

Students examine the principles, problems, theories, and critical issues in curriculum organization. The course emphasizes gaining practical knowledge about curriculum development and improvement, with a focus on the identification and systematic study of concerns and new directions in curriculum development and improvement based on current research and thought. Three credits.

ED 581 Directed Observation and Supervised Student Teaching: Secondary Education

This course offers a semester-long experience in a local school for qualified candidates for secondary teaching. Participants engage in observation and teaching five days each week. Emphasized concepts include classroom management dynamics, teaching techniques, lesson plan organization, and faculty duties. Students receive assistance from their University supervisors and the cooperating teacher(s), who also observe and evaluate each student. Students must register with the director of student teaching placement at the beginning of the previous semester. (Prerequisites: formal acceptance into Teacher Preparation program and completion of all certification course requirements) Six credits.

ED 582 Student Teaching Seminar: Secondary Education

Students take this weekly seminar concurrently with student teaching. The seminar focuses on the issues and problems faced by secondary student teachers and on the culture and organization of the schools. Although much of the seminar's subject matter flows from the ongoing student-teaching experience, it addresses issues such as school governance, school and district organizational patterns, mandated Connecticut testing, classroom management, conflict resolution, communication with parents and caregivers, sensitivity to multicultural issues, and special education, as well as the job application process, including résumé writing, interviewing skills, and developing a professional portfolio. Three credits.

ED 583 Elementary Student Teaching: Immersion in a Community of Practice

This course offers a stimulating semester-long experience consisting of two seven-week placements (one in a primary grade, one in an upper-elementary grade) in a local priority school district. Under the guidance of University supervision and intensive mentoring by cooperating teachers, participants quickly assume full teaching responsibilities, including curriculum and lesson planning anchored in the principles of multicultural education and social responsibility, differentiated instruction, and effective organization and management, while carrying out other faculty duties, including participation in school governance and professional development. As educators for social justice and social responsibility, they engage in related school and community-based activities with students, families, and

community members. Participants must register with the director of student teaching placement at the beginning of the previous semester. (Prerequisites: performance-based assessment including, but not limited to, successful completion of all prerequisite certification track courses and requirements while a matriculated student in the Elementary Education M.A. program, permission of the elementary education program director, and an interview with the director of student teaching placements) Formerly Directed Observation and Supervised Student Teaching: Elementary Education. Six credits.

ED 584 Reflective Practice Seminar: Elementary Education

Participants take this weekly seminar concurrently with student teaching. Although much of the seminar's subject matter flows from the ongoing student-teaching experience, it deliberately addresses issues such as socially responsible teaching, professional disposition and habits of mind, teacher research, school governance, mandated Connecticut testing, classroom management, conflict resolution, communication with parents/caregivers, sensitivity to multicultural issues, and special education. The course stresses continued reflective practice and professional development, including development of a professional portfolio, continued study and research, and establishing a supportive collegial network. Formerly Student Teaching Seminar: Elementary Education. Three credits.

ED 590 Practicum in Teaching

Participants solve a practical problem in classroom teaching by applying educational research to a specific school situation. Three credits.

ED 595 Independent Study in Curriculum and Teaching

This course requires self-selected activity by qualified students under faculty supervision. Options include field studies or library research with in-depth study of a problem for a specified time. Each student submits a preliminary proposal, detailed research design, and a comprehensive report and evaluation. The course requires frequent consultation with the faculty advisor. Three credits.

SE 405 Exceptional Learners in the Mainstream

The course familiarizes the mainstream professional with the special needs of children and youth with mental retardation, learning disabilities, emotional disturbances, severe disabilities, and multiple disabilities, and those who are gifted and talented. Topics include: methods of identifying and working effectively with special needs children and youth in the regular classroom; the roles and responsibilities of counselors, psychologists, educators, and ancillary personnel as members of a multidisciplinary team in planning educational services for exceptional learners; laws that impact on assessment, placement, and parent and student rights; and support services. Three credits.



SE 430 Special Learners in the Regular Classroom

This course familiarizes the mainstream teacher with the developmental learning needs of children and youth who are exceptional. Topics include the special learning needs of mentally retarded, learning disabled, emotionally disturbed, and gifted and talented children and adolescents; and methods of identifying and working effectively with special-needs children and youth in the regular classroom. Three credits.

HI 400 United States History for Educators

This course provides students seeking Connecticut teaching certification with an understanding of U.S. history. Students who successfully complete this course gain a complex and culturally sensitive understanding of the rich social history of the individuals and groups who are the peoples of the United States of America. Students explore and use the central concepts and tools of inquiry of historians as they develop their knowledge. Guided by current theory and practice in culturally sensitive pedagogy, human development, and multicultural education, students, as socially responsible, critically informed educators, consider how to facilitate K-12 students' responsible and effective participation in a pluralistic democratic society. Three credits.

Teaching Fields

EN 405 Literature for Young Adults

During the past two decades, adolescent literature has proliferated, grown more diverse, and improved in richness and quality. The course explores the major current authors, poets, and illustrators of works written for young adults. Topics include theories and purposes of reading literature in the classroom; criteria development for evaluating adolescent literature; reader response in the classroom; reading workshop; and adolescent literature integration across the curriculum. Three credits.

EN 406 Infusing Multicultural Literature in Elementary and Middle Schools

In this course, students examine literature written for children and young adolescents that supports the principles of multicultural education. Through assigned and self-selected projects, participants design curricula and examine issues relevant to the intersections of literature and multicultural education. Formerly Multicultural Literature K-8. Three credits.

EN 411 Teaching Writing in the 3-12 Classroom

This course provides teachers and prospective teachers with a theoretical background in writing process as well as practical techniques for applying the theory. The course helps teachers develop awareness of their own composing processes and the processes of others. Topics include writing needs of diverse populations, the reading/writing relationship, writing of different genres, mini-lessons, conferencing techniques, revision techniques, writing across the curriculum, publishing alternatives, portfolios, and other forms of assessment. Underlying the class is the premise that in sharing their perspectives, teachers at the elementary and secondary levels enhance each other's performance as writing educators and as writers. Three credits.

EN 417 Traditional and Structural Grammar

Designed for English education majors and for experienced English teachers, this course presents an introduction to the principles of modern descriptive linguistics, especially as it relates to present-day English, its grammatical structure, its sound and spelling systems, and its vocabulary and rules of usage. The course approaches modern English grammar from structural and transformational viewpoints, placing special emphasis on the teaching of language arts, including composition and stylistic analysis. Three credits.

EDUCATIONAL TECHNOLOGY

Faculty

Ibrahim Michail Hefzallah (*chair*)
Justin I. Ahn

The goal of education in the 21st century has become more focused than ever on cultivating truly educated people – those who are capable of maintaining a high quality of life and contributing to the betterment of the community and the world as a whole.

Information technologies have proven to be a significant advantage to the teaching/learning process. Developments in these technologies provide more powerful and versatile applications in education. Never before have educators had the wide and effective range of instructional and telecommunications technologies that are available to them and their students, in and out of class.

Prior to the accelerated evolution of information technologies, educators advocated the need for individualized, flexible, interactive, interdisciplinary, and up-to-date learning environments in which students control their own learning – necessary conditions to enabling students to become educated persons. However, with reliance on textbooks and audiovisual supplements, it was difficult, if not impossible, to implement such progressive educational practices. Today, the new learning and telecommunications technologies help educators realize their pedagogical dreams.

The Educational Technology program serves two main functions. First, it offers educational technology courses that satisfy the educational technology component needs in the Graduate School of Education and Allied Professions programs. Second, it offers a multi-track program for students interested in obtaining a master of arts or certificate of advanced study degree in the field of educational technology. The program emphasizes theory, production, applications, and infusion of educational technology in education. It explores the effects of information technologies on the learner, the educational system, and society as a whole.

Students in the program employ state-of-the-art facilities, including the University's information infrastructure, which uses fiber optics to the desktop. Equipment and facilities available to students include multimedia computer laboratories, color television studios, analog and digital video postproduction, digital- and still-picture cameras, portable video cameras and recorders, and a host of media equipment.



Internships in television, multimedia production, and school media library are available to students majoring in educational technology. Required courses are outlined below. Some courses may be substituted at the discretion of the department chairperson.

Admission

Admission to concentration programs in the Educational Technology Department is on a rolling basis. Passing or waiving Praxis I is required for formal admission to the School Media Specialist Certification program.

Areas of concentration within the department are:

1. School Media Specialist Certification
2. Instructional Development
3. Computers in Education
4. Television Production
5. Applied Educational Technology in Content Areas
6. Free-Track

School Media Specialist Certification

Course requirements for school media specialist certification are:

1. Students holding a Connecticut educator certificate with at least one year of successful teaching must complete a minimum of 30 credits of approved educational technology and related courses. The advisor will plan an appropriate program of courses with each student.

2. Students without an educator certificate who wish to earn initial educator certification must complete a minimum of 24 credits of approved educational technology and related courses and 24 credits from the following required pedagogy courses:

- ED 429 Philosophical Foundations of Education
- ED 441 Teaching and Learning within Multicultural Contexts of Learning
- ED 442 Educational Psychology
- ED 465 Teaching Methods for Secondary School
OR
- ED 565 Principles of Curriculum Development (with advisor approval for students with teaching experience)
- MD 400 Introduction to Educational Technology
- MD 581 Directed Observation and Supervised Student Teaching in Media
- MD 582 Student Teaching Seminar
- SE 405 Exceptional Learners in the Mainstream
OR
- SE 430 Special Learners in the Regular Classroom

To be considered an initial certification program completer and/or to receive an institutional endorsement when applying for initial educator certification from the Connecticut Department of Education, a student must have completed all coursework in the planned program as well as all PRAXIS assessments required by the state for the intended certification.

Considering the role of the school media specialist in the school and community, any student whose relevant academic productivity is marginal or inadequate, who does not embody a socially responsible professional disposition, or who demonstrates unsuitable personal qualities, will not be recommended for matriculation, continuation in the program, student teaching placement, or state certification. In addition, the Disposition Statement presented on page 17 is applicable to this program as it is to all programs in the Graduate School of Education and Allied Professions.

Requirements for the M.A.

The major in educational technology requires 33 credits with at least 24 credit hours in educational technology and approved related courses offered by other departments in the School.

1. Complete 12 credits from the following courses:
 - ED 429 Philosophical Foundations of Education
 - ED 441 Teaching and Learning within Multicultural Contexts of Learning
 - MD 400 Introduction to Educational Technology
 - MD 499 Research in Educational Technology I
OR
 - CS 499 Research in Educational Technology I
or one of the following:

- MD 590 Internship in School Media
 - MD 591 Internship in TV Production
 - MD 592 Internship in Multimedia Production
2. Complete 21 credits in one of the areas of specialization listed below.
 3. Pass the comprehensive examination.

Areas of Specialization

School Media Specialist

1. Required courses
 - MD 403 The School Library
 - MD 405 School Library Automation
 - MD 406 Introduction to Reference

AND one of the following:

 - EN 404 Children's Literature
 - EN 405 Literature for Young Adults
 - EN 406 Multicultural Literature K-8
 - MD 415 Introduction to CD-ROM Applications in Education K-12
 - MD 425 History of Motion Pictures in the Western World
 - MD 433 Critical Viewing of Television and Children's Safety on Mass Media and the Internet
2. Choice of nine credits from the following:
 - CS 429 The World Wide Web in Education and in Training
 - CS 442 Design and Development of Multimedia Programs
 - CS 510 Seminar on the Selection, Evaluation, and Design of Curriculum Materials for Microcomputers
 - MD 410 Sounds of Learning
 - MD 411 Desktop Publishing Design and Applications: Part I
 - MD 415 Introduction to CD-ROM Applications in Education K-12
 - MD 425 History of Motion Pictures in the Western World
 - MD 431 Video Production I
 - MD 433 Critical Viewing of Television and Children's Safety on Mass Media and the Internet
 - MD 443 Integrating Instructional Technologies in Elementary School Education
 - MD 452 Integrating Technology in Content Areas: Language Arts and Social Studies
 - MD 460 Principles of Instructional Development
 - MD 467 Introduction to Networking: Concepts and Applications
 - MD 469 Establishing Worldwide Learning Communities through Technology
 - MD 470 Distance Teaching in the Information Age
 - MD 475 Empowering Computers for Best Educational Practice
 - MD 490 Achieving an Interdisciplinary Approach to Teaching Through Technology
 - MD 545 Designing and Developing Training Programs

Instructional Development

1. Required course
 - MD 460 Principles of Instructional Development
 2. Choice of 18 credits from the following:
 - CS 429 The World Wide Web in Education and in Training
 - ED 565 Principles of Curriculum Development and Evaluation
- One of the following three:
- EN 404 Children's Literature
 - EN 405 Literature for Young Adults
 - EN 406 Multicultural Literature K-8
- MD 410 Sounds of Learning
 - MD 411 Desktop Publishing Design and Applications: Part I
 - MD 415 Introduction to CD-ROM Applications in Education K-12
 - MD 420 Writing for the Visual Media
 - MD 431 Video Production I
 - MD 442 Design and Development of Multimedia Programs
 - MD 469 Establishing Worldwide Learning Communities through Technology
 - MD 470 Distance Teaching in the Information Age
 - MD 475 Empowering Computers for Best Educational Practice
 - MD 490 Achieving an Interdisciplinary Approach to Teaching Through Technology
 - MD 531 Video Production II
 - MD 545 Designing and Developing Training Programs

Computers in Education

1. Required course
 - CS 438 Principles of Instructional Development
2. Choice of 18 credits from the following:
 - CS 408 Introduction to Computers in Writing
 - CS 429 The World Wide Web in Education and in Training
 - CS 442 Design and Development of Multimedia Programs
 - CS 443 Integrating Instructional Technologies in Elementary School Education
 - CS 452 Integrating Technology in Content Areas: Language Arts and Social Studies
 - CS 467 Introduction to Networking: Concepts and Applications
 - CS 469 Establishing Worldwide Learning Communities through Technology
 - CS 475 Empowering Computers for Best Educational Practice
 - CS 490 Achieving an Interdisciplinary Approach to Teaching Through Technology
 - CS 510 Seminar on the Selection, Evaluation, and Design of Curriculum Materials for Microcomputers
 - MD 405 School Library Automation
 - MD 415 Introduction to CD-ROM Applications in Education K-12
 - MD 470 Distance Teaching in the Information Age

Television Production

Choice of 21 credits from the following:

- CS 429 The World Wide Web in Education and in Training
- MD 410 Sounds of Learning
- MD 411 Desktop Publishing Design and Applications: Part I
- MD 425 History of Motion Pictures in the Western World
- MD 431 Video Production I
- MD 433 Critical Viewing of Television and Children's Safety on Mass Media and the Internet
- MD 442 Design and Development of Multimedia Programs
- MD 460 Principles of Instructional Development
- MD 469 Establishing Worldwide Learning Communities through Technology
- MD 470 Distance Teaching in the Information Age
- MD 531 Video Production II
- MD 545 Designing and Developing Training Programs
- MD 490 Achieving an Interdisciplinary Approach to Teaching Through Technology
- PY 471 Effective Interviewing

Applied Educational Technology in Content Areas

Choice of 21 credits from the following:

- CS 408 Introduction to Computers in Writing
- CS 429 The World Wide Web in Education and in Training
- MD 403 The School Library
- MD 410 Sounds of Learning
- MD 411 Desktop Publishing Design and Applications: Part I
- MD 415 Introduction to CD-ROM Applications in Education K-12
- MD 431 Video Production I
- MD 433 Critical Viewing of Television and Children's Safety on Mass Media and the Internet
- MD 442 Design and Development of Multimedia Programs
- MD 443 Integrating Instructional Technologies in Elementary School Education
- MD 452 Integrating Technology in Content Areas: Language Arts and Social Studies
- MD 460 Principles of Instructional Development
- MD 469 Establishing Worldwide Learning Communities through Technology
- MD 470 Distance Education in the Information Age
- MD 475 Empowering Computers for Best Educational Practice
- MD 490 Achieving an Interdisciplinary Approach to Teaching Through Technology

Free-Track

The program is designed by the student in consultation with the advisor and is based on the student's previous

experience and intended career goals. To be considered an educational technology major, a student must accumulate 24 credits in educational technology and approved media-related courses.

Requirements for the C.A.S.

Students accepted in the program must complete a minimum of 30 credits of approved coursework beyond the master's degree.

Required courses

- | | |
|--------|--|
| ED 521 | Comparative Philosophies of Education |
| ED 534 | Theories of Learning OR similar course
(with permission of department chair) |
| MD 599 | Research in Educational Technology II
OR |
| CS 599 | Research in Educational Technology II |

Other courses must be in the selected area of specialized study noted below.

Areas of Specialization

School Media Specialist

Applicants must have an M.A. degree in an area other than school media specialist. Requirements for state certification are considered in planning a program leading to certification and the completion of the requirements for the Certificate of Advanced Studies. Depending on the background of the student and past experience, a program of study is developed with the advisor.

Instructional Development

Open for candidates who have their master's degree in an area other than instructional development. Applicants have a choice of seven courses from the instructional development cluster.

Computers in Education

Open for candidates who have their master's degree in an area other than computers in education. Applicants have a choice of seven courses from the computers in education cluster.

Television Production

Open for candidates who have their master's degree in an area other than television production. Applicants have a choice of seven courses from the television production cluster.

Applied Educational Technology in Content Areas

Open for candidates who have their master's degree in an area other than applied educational technology in content areas. Applicants have a choice of seven courses from the applied educational technology in content areas cluster.



Free-Track

The program is designed by the student in consultation with the advisor and is based on the student's previous experience and intended career goals. Students complete 21 credits.

Course Descriptions

CS 408 Introduction to Computers in Writing

Has the computer altered our writing practices and the ways we teach writing? What does the computer hold for the future? Students examine these questions from several theoretical and practical viewpoints. Beginning with an examination of notions of test, literacy, and communications, the course reviews writing theory, writing process, and types of electronic collaboration. Additional topics include hypertext and hypermedia; literacy criticism; aspects of planning and running successful computerized programs; and the results writers of various ages and expertise levels – from emerging to accomplished, kindergarten through college – can expect from writing on computers. Lab fee: \$45. Three credits.

CS 429 The World Wide Web in Education and in Training

Teachers learn to use the services and resources offered by the Internet and the World Wide Web. They study ways in which schools and training institutions use the Internet, becoming familiar with Internet-based resources that are of particular value to K-12 education. Participants also learn the basics of designing and developing school homepages. Lab fee: \$45. Three credits.

CS 438 Principles of Instructional Development

This course covers the principles and application of systemic design of instruction in multimedia curricula design. Topics include designing, developing, and evaluating instructional materials; selecting media; conducting needs assessment and learner analysis; writing instructional objectives; and assessing learner performance. Students use role-playing to analyze, evaluate, and propose potential solutions to selected case studies. (Prerequisite: MD 400) Cross-referenced as MD 460. Three credits.

CS 442 Design and Development of Multimedia Programs

Students design interactive multimedia programs using Flash. The use of Flash to develop interactive multimedia Web sites for businesses has been increasing and its use in education is catching up. Students publish their production on the Web and save it on a CD-RW. (Prerequisite: MD 400) Cross-referenced as MD 442. Lab fee: \$45. Three credits.

CS 443 Integrating Instructional Technologies in Elementary School Education

This course focuses on the applications of a variety of instructional technologies, including the Internet, spreadsheets, databases, graphic programs, and multimedia programs to structure effective learning environments for elementary education students. The course emphasizes reviewing available teachers' resources including lesson plans, collaborative projects, and cultural diversity projects. Cross-referenced as ED 443/MD 443. Lab fee: \$45. Three credits.

CS 467 Introduction to Networking: Concepts and Applications

This course examines the application of computer networking in schools to enhance communication, share ideas, and retrieve and send information. It addresses the basics of a computer network including computer network planning, client and network operating systems, Microsoft Windows NT Server, Microsoft Windows Workstation, Microsoft Office installation and use, Internet access, Internet e-mail, and Web servers. (Prerequisites: minimum six credits in computers in education courses and permission of the chair) Cross-referenced as MD 467. Lab fee: \$45. Three credits.

CS 469 Establishing Worldwide Learning Communities Through Technology

Worldwide developments continue to heighten awareness of the importance of linkages among peoples in different nations. When we consider our world from such a perspective, the need for understanding and education becomes glaringly apparent. Technologically connected learning communities around the globe occur through students forming partnerships to learn about each others' customs, languages, and cultures; teachers collaborating on teaching strategies and curriculum development; or administrators and policy-makers exchanging views on educational issues. Participants in this course examine the instructional issues and concerns for connecting communities of

learning worldwide along with the related technological tools and techniques. To complement classroom instruction, students apply course concepts via select online assignments. Cross-referenced as MD 469. Lab fee: \$45. Three credits.

CS 475 Empowering Computers for Best Educational Practices

Society has positioned computers as an integral part of the educational process. This course considers the development of the computer as an agency for learning, the role of computers in today's educational settings, and methods that may be used to improve the functioning of computers in learning. Course participants study documented computer technology practices and results useful in identifying strategic elements that can assist in creating best computing practices in a variety of educational environments. The course addresses the issue of the digital divide and identifies viable strategies for assisting schools that lack necessary hardware, software, and staff development plans. Cross-referenced as MD 475. Lab fee: \$45. Three credits.

CS 490 Achieving an Interdisciplinary Approach to Teaching through Technology

Achieving an interdisciplinary approach to teaching is a challenge facing many of today's educators. It is a set of complex tasks that involves integrating content across disciplines, good instructional design, effective planning, and creative pedagogical strategies while at the same time realizing educational equity among a diverse student population. Fortunately, technologies of instruction can help with the realization of these tasks. In preparation for the interdisciplinary challenge, teachers need exceptional instruction in the stages of interdisciplinary curriculum development with technology. This course addresses the selection, use, modifications, design, integration, and implementation of interdisciplinary curricula using technology in a culturally diverse environment. It aims at helping the participants in the course to develop their understanding of the potential use of technologies of instruction in achieving an interdisciplinary cross-cultural approach to education. Cross-referenced as MD 490. Lab fee: \$45.00. Three credits.

CS 499 Research in Educational Technology I

This course is open to M.A. students. (Prerequisite: 18 credits in educational technology) Three credits.

CS 510 Seminar on the Selection, Evaluation, and Design of Curriculum Materials for Microcomputers

In this seminar, students study and discuss the relationship between theories of learning and the design, development, selection, and use of computer teaching/learning environments. (Prerequisite: This course is taken at the end of the approved program) Lab fee: \$45. Three credits.

CS 590 Internship in Computers in Education

Full-time students obtain firsthand experience in school computer technology. Credit by arrangement.

CS 595 Independent Study in Computers

Students undertake independent study in computers with a faculty member, submitting a proposal for independent study for consideration prior to course registration. Three credits.

CS 599 Research in Educational Technology II

This course is open to C.A.S. students. (Prerequisite: 18 credits in educational technology courses) Three credits.

MD 400 Introduction to Educational Technology

This foundation course in our Educational Technology program develops student appreciation of the basic characteristics of the information age and how the technologies of that age affect every life phase. Students learn to articulate a vision of educational reform in the information age; identify the primary goal(s) of that reform; and understand the potential applications of educational technology in enriching the education of every student. The course develops students' understanding of and skills in using computers and information technologies, including the Internet, to design and implement effective learning environments. Other topics include CD-ROM applications in education, satellite communication in education, distance education, television in education, necessary conditions for effective use of technologies of instruction in schools, and qualifications of technology-literate teachers and students. Lab fee: \$45. Three credits.

MD 403 The School Library

Participants examine the role of the school library in the teaching-learning process through such topics as recent trends in planning and using school libraries; remodeling as a means to enhance efficient use of existing libraries; future developments; and techniques for teaching elementary and secondary students to efficiently use the school library. Three credits.

MD 405 School Library Automation

This course provides students with the hands-on experiences needed to implement a circulation and catalog automation system in a library. Topics include barcoding, MARC records, retrospective conversion, catalog searching, and networking. Each student creates a fully functional circulation/catalog system, complete with overdue books, statistics reporting, reserve and temporary items, and special collection groups. No previous computer or automation skills are required. Lab fee: \$45. Three credits.

MD 406 Introduction to Reference

In this course, participants learn information retrieval techniques, Internet search strategies, and methods for teaching effective information retrieval to elementary and secondary school students using traditional and online references. Three credits.

MD 410 Sounds of Learning

Students study basic principles of writing an audio program, developing children's listening skills, using radio

and recorded materials in teaching, and using audio in computerized multimedia. They also review select audio teaching programs that emphasize individualized and group instruction. Lab fee: \$45. Three credits.

MD 411 Desktop Publishing Design and Applications: Part I

The production of effective instructional media relies heavily on a basic understanding of visual and audio design. By applying this knowledge, educators and business communicators increase the likelihood of impacting their audiences favorably. This course uses a number of production tools, including PageMaker and other publishing programs, to create originals that will be used to produce multimedia presentations, 35 mm slides, overhead transparencies, newsletters, and fliers. Participants learn to integrate desktop publishing into all instructional areas of K-12 education. Lab fee: \$45. Three credits.

MD 415 Introduction to CD-ROM Applications in Education K-12

Compact Disc-Read-Only Memory is a powerful publication medium that offers easy information retrieval and expansive storage space on a single disc. Browsing, sorting, and selecting information from this medium requires no prior computer knowledge. In this course, students investigate the educational uses of some of the most acclaimed CD-ROM programs, using a multimedia laboratory. Lab fee: \$45. Three credits.

MD 425 History of Motion Pictures

This course examines the evolution of the motion picture as a communication medium from its infancy to its present stage of development. Film fee: \$45. Three credits.

MD 431 Video Production I

Using a single-camera videotape-recorder system, this course explores simple and creative production techniques and the use of television in education and training. Students also learn basic analog and digital video postproduction and have an opportunity to become familiar with multiple-camera systems using the University's color television studio. Lab fee: \$45. Three credits.

MD 433 Critical Viewing of Television and Children's Safety on Mass Media and the Internet

Children without discriminating parents and teachers lack models for intelligent use of the television programming they view for long hours each day. Critical television viewing skills can, however, be taught. This course enhances adult understanding of television and participants' critical viewing skills, and presents methods and curricula for developing critical viewing skills in children and teenagers. The course also examines issues of children's safety on the Internet, applying information about critical viewing of motion pictures and television to this issue. Three credits.

MD 442 Design and Development of Multimedia Programs

Students design interactive multimedia programs using Flash. The use of Flash to develop interactive multimedia Web sites for businesses has been increasing and its use in education is catching up. Students publish their production on the Web and save it on a CD-RW. (Prerequisite: MD 400) Cross-referenced as CS 442. Lab fee: \$45. Three credits.

MD 443 Integrating Instructional Technologies in Elementary School Education

This course focuses on the application of a variety of instructional technologies including the Internet, spreadsheets, databases, graphic programs, and multimedia programs to structure effective learning environments for elementary education students. The course also emphasizes reviewing available teachers' resources including lesson plans, collaborative projects, and cultural diversity projects. Cross-referenced as CS 443/ED 443. Lab fee: \$45. Three credits.

MD 452 Integrating Technology in Content Areas: Language Arts and Social Studies

The course addresses the infusion of conventional and new technologies in teaching language arts and social studies curricula. Participants study and assess the educational values of innovative teaching strategies that employ a broad range of instructional materials and resources. Based upon a sound theoretical framework, instructional models, and the best practices, participants design and create units of instruction and lesson activities integrating technology resources, including audio, video, computer software, and Web-based resources. Participants also participate in online collaborative learning experiences with the purpose of establishing an ongoing community of learners for long-term collaboration. The course examines legal, ethical, and equity issues as they relate to the language arts and social studies classroom and discusses concepts of universal access to curriculum and universal design are discussed to help individualize instruction for all learners, particularly in the inclusive classroom. Participants work toward creating an electronic portfolio that can be expanded upon completion of the course. Cross-referenced as ED 452. Lab fee: \$45. Three credits.

MD 460 Principles of Instructional Development

This course covers the principles and application of systemic design of instruction in multimedia curricula design. Topics include designing, developing, and evaluating instructional materials; selecting media; conducting needs assessment and learner analysis; writing instructional objectives; and assessing learner performance. Students use role-playing to analyze, evaluate, and propose potential solutions to selected case studies. (Prerequisite: MD 400) Cross-referenced as CS 438. Three credits.

MD 467 Introduction to Networking: Concepts and Applications

This course examines the application of computer networking in schools to enhance communication, share ideas, and retrieve and send information. It addresses the basics of a computer network, including computer network planning, client and network operating systems, Microsoft Windows NT Server, Microsoft Windows Workstation, Microsoft Office installation and use, Internet access, Internet e-mail, and Web servers. (Prerequisites: minimum six credits in computers in education courses and permission of the chair) Cross-referenced as CS 467. Lab fee: \$45. Three credits.

MD 469 Establishing Worldwide Learning Communities Through Technology

Worldwide developments continue to heighten awareness of the importance of linkages among peoples in different nations. When we consider our world from such a perspective, the need for understanding and education becomes glaringly apparent. Technologically connected learning communities around the globe occur through students forming partnerships to learn about each others' customs, languages, and cultures; teachers collaborating on teaching strategies and curriculum development; or administrators and policymakers exchanging views on educational issues. Participants in this course examine the instructional issues and concerns for connecting communities of learning worldwide along with the related technological tools and techniques. To complement classroom instruction, students apply course concepts via select online assignments. Cross-referenced as CS 469. Lab fee: \$45. Three credits.

MD 470 Distance Teaching in the Information Age

Distance teaching has become a major teaching and training form worldwide. This course examines the nature of teaching at a distance, the development of distance teaching courses and activities, the role of technology in delivering distance teaching, the current and potential applications of the Internet in distance teaching, and the use of integrated media resources in distance teaching. (Prerequisites: MD 400, CS 429, or permission of chair) Lab fee: \$45. Three credits.

MD 475 Empowering Computers for Best Educational Practices

Society has positioned computers as an integral part of the educational process. This course considers the development of the computer as an agency for learning, the role of computers in today's educational settings, and the methods used to improve the functioning of computers in learning. Participants study the documented computer technology practices and results useful in identifying strategic elements that can assist in creating best computing practices in a variety of educational environments. The course addresses the issue of the digital divide and identifies viable strategies for assisting schools that lack the necessary hardware, software, and staff development plans. Cross-referenced as CS 475. Lab fee: \$45. Three credits.



MD 490 Achieving an Interdisciplinary Approach to Teaching through Technology

Achieving an interdisciplinary approach to teaching is a challenge facing many of today's educators. It is a set of complex tasks that involves integrating content across disciplines, good instructional design, effective planning, and creative pedagogical strategies while at the same time realizing educational equity among a diverse student population. Fortunately, technologies of instruction can help with the realization of these tasks. In preparation for the interdisciplinary challenge, teachers need exceptional instruction in the stages of interdisciplinary curriculum development with technology. This course addresses the selection, use, modifications, design, integration, and implementation of interdisciplinary curricula using technology in a culturally diverse environment. It aims at helping the participants in the course to develop their understanding of the potential use of technologies of instruction in achieving an interdisciplinary cross-cultural approach to education. Cross-referenced as CS 490. Lab fee: \$45.00. Three credits

MD 499 Research in Educational Technology I

Open to M.A. students. (Prerequisite: 18 credit hours in educational technology) Three credits.

MD 531 Video Production II

Students examine the picture element in television, pictorial composition, visual continuity, lighting, audio, video editing, script-writing basics, and production of a training/instructional television program. (Prerequisite: MD 431) Lab fee: \$45. Three credits.

MD 545 Designing and Developing Training Programs

Designed for prospective trainers, training specialists, personnel generalists, or line personnel in business and industry, this course focuses on designing and developing training programs for administrative professionals, management employees, and school personnel. Course assignments provide individualization and tailoring of course content to participant needs and working environments. Cross-referenced as PY 545. Three credits.

MD 546 Integrating the Arts and Technology into the Elementary School Curriculum

This course demonstrates that music and the arts are an integral part of the school curriculum and that they can be utilized to promote awareness, acceptance, and respect for diverse cultures. Properly conceived, the arts constitute a great integrating force if viewed as a component of every discipline. New art forms and techniques of electronic artistic expressions have emerged with the advent of the new information age. Teachers and school media specialists must develop their awareness of conventional forms of arts as well as electronic formats, their abundant resources, and their potential infusion within the elementary school curriculum. Formerly Integrating the Arts into the Elementary School Curriculum. Cross-referenced as ED 546. Three credits.

MD 581 Directed Observation and Supervised Student Teaching in Media

Under the supervision of the media librarian, participants gain experience in the full spectrum of library media, including design, implementation, delivery, and evaluation of media services. They participate in teaching and assisting teachers and students with technology applications and uses. Faculty members and the cooperating media librarian assist, observe, and evaluate each student teacher. Six credits.

MD 582 Student Teaching Seminar

This seminar focuses on the issues and problems faced by student teachers and on the culture and organization of the schools. Although much of the seminar's subject matter flows from the ongoing student teaching experience, it addresses issues such as school governance, school and district organizational patterns, classroom management, conflict resolution, communication with parents, sensitivity to multicultural issues and inclusion, as well as the job application process, including résumé writing, interviewing skills, and developing a professional portfolio. Three credits.

MD 590 Internship in School Media

This internship provides full-time students with firsthand experience in school media management. Credit by arrangement.

MD 591 Internship in Television Production

Credit by arrangement.

MD 592 Internship in Multimedia Production

Credit by arrangement.

MD 595 Independent Study in Educational Technology

Students complete individual study in educational technology with a faculty member after submitting a proposal for independent study prior to registration. Three to six credits.

MD 599 Research in Educational Technology II

This course is open to C.A.S. students. (Prerequisite: 18 credits in educational technology courses) Three credits.

MARRIAGE AND FAMILY THERAPY

Faculty

Rona Preli (*chair*)

Ingeborg Haug (*clinical director*)

The master of arts degree in marriage and family therapy prepares students for careers as marriage and family therapists. The program is accredited by the Commission on Accreditation for Marriage and Family Therapy Education of the American Association for Marriage and Family Therapy. Upon completion of the planned program of study, students may apply for associate membership in AAMFT. Upon completion of additional required clinical experience and supervision, according to Connecticut statutes, graduates may apply for Connecticut licensure in marriage and family therapy and clinical membership in AAMFT.

Admission to the Department

Admission decisions are made twice yearly. Students should submit application materials no later than March 15 for summer and fall admission and Oct. 15 for spring admission.

All candidates will be required to participate in a group interview as part of the admission process. Candidates will be notified in writing of their eligibility for the group interview.

Given the professional responsibility one assumes as a marriage and family therapist, students whose work continues to be of marginal academic quality despite remedial efforts or who demonstrate personal qualities that are not conducive to the role of the marriage and family therapist as cited in the Marriage and Family Therapy Program Student Handbook, will not be recommended for continuation in the program. All students are required to adhere to the AAMFT Code of Ethics and the Marriage and Family Therapy Program policies and procedures. In addition, the Disposition Statement presented on page 17 is applicable to this program as it is to all programs in the Graduate School of Education and Allied Professions.

Requirements for the M.A.

The M.A. degree in marriage and family therapy requires continuous enrollment and completion of 57 credits. In addition, students must maintain an overall grade point average of 3.0, complete a minimum of 500 direct contact hours of clinical treatment (250 of which must be relational hours), plus 100 hours of supervision (50 of which must be individual supervision using direct observation of students' clinical work), and pass a comprehensive examination at the end of the program.

Program of Study

Theoretical Foundations (six credits)

- FT 550 Introduction to Marriage and Family Therapy
- FT 555 Foundations of Marital and Family Therapy

Clinical Practice (18 credits)

- FT 525 Divorce, Single-Parenting, and Remarriage
- FT 552 Intervention in Structural and Strategic Family Therapy
- FT 553 Family Therapy Pre-Practicum
- FT 561 Advanced Intervention in Family Therapy
- FT 567 Couples Therapy
- FT 569 Assessment Techniques in Marriage and Family Therapy

Individual Development and Family Relations (12 credits)

- FT 433 Multicultural Issues in Counseling
- FT 447 Lifespan Human Development
- FT 562 Human Sexuality and Sexual Dysfunction
- FT 465 Introduction to Substance Abuse and Addictions

Professional Identity and Ethics (three credits)

- FT 565 Ethical, Legal, and Professional Issues in Family Therapy

Research (three credits)

- FT 556 Research in Marriage and Family Therapy

Supervised Clinical Practice (12 credits; courses must be taken in sequence and without interruption)

- FT 559 Practicum in Family Therapy I
- FT 560 Practicum in Family Therapy II
- FT 580 Internship in Family Therapy I
- FT 581 Internship in Family Therapy II

Additional Learning

(to complete 54-credit requirement if waivers are accepted)

- CN 500 Theories of Counseling and Psychotherapy
- SE 441 Parents and Families of Individuals with Disabilities
- FT 568 Special Topics in Family Therapy

Comprehensive examination



Family Counseling Center at Fairfield University

The graduate program in Marriage and Family Therapy offers marriage and family therapy to individuals, couples, and families in the community through the Family Counseling Center. Advanced graduate students, under the supervision of professional faculty, staff the Center. Fees for services are based on a sliding scale. For further information, call (203) 254-4000, ext. 2306.

Course Descriptions

FT 433 Multicultural Issues in Counseling

Students examine issues in counseling individuals and families from diverse ethnic, cultural, racial, and socioeconomic backgrounds and discuss the social, educational, economic, and behavioral factors that impact clinical work. The course addresses counseling men, women, and couples, and the issues of gender role stereotyping and changing sex roles, and integrates professional contributions from individual counseling and family therapy literature. Cross-referenced as CN 433. Three credits.

FT 447 Lifespan Human Development

This course explores the processes of individual and family development from childhood through old age. Presenting theoretical perspectives for studying child, adult, and family development, the course examines the modifications of family structures over time and psychosocial development within family systems and cultural contexts. Cross-referenced as CN 447/PY 447. Three credits.

FT 465 Introduction to Substance Abuse and Addictions

Students explore basic information about the history and current use/abuse of various drugs and alcohol. Topics include addiction, the 12-step programs, physiological effects, FAS, COAs, and family systems as well as prevention, intervention, and treatment strategies for individuals and families. Cross-referenced as CN 465. Three credits.

FT 525 Divorce, Single-Parenting, and Remarriage

This course considers the implications of divorce, single parenting, remarriage, and step-parenting for families experiencing these transitions and for society at large. Specific topics include boundary issues during transition, legal aspects of divorce custody decisions, school issues for children of divorce, and the complexities of single-parenting and blending families, with an emphasis on recent research regarding divorce and its aftermath. Three credits.

FT 550 Introduction to Marriage and Family Therapy

This course provides an overview of the historical development of the field of family therapy, acquainting students with the models developed by Minuchin, Haley, Madanes, Satir, Bowen, Whitaker, and others. The course focuses on distinguishing between the systemic approaches in terms of assessment, conceptualization, diagnosis, treatment, and theoretical foundations, and explores contemporary directions of the field. Three credits.

FT 552 Intervention in Structural and Strategic Family Therapy

This course focuses on the models of Minuchin, Haley, Madanes, and MRI, with an emphasis on developing a substantive understanding of diagnosis, assessment, and intervention design. The course addresses the range of techniques associated with each orientation, indications and contra-indications for using specific techniques, rationale development for intervention, and the role of the therapist. (Prerequisite: FT 550) Three credits.

FT 553 Family Therapy Pre-Practicum

Taken after FT 552 and with the approval of the clinical director, this course provides simulated experiences in the practice of family therapy and focuses on developing skills in joining and forming a therapeutic relationship, designing and implementing interventions, and the use of self at the various stages of therapy. The course emphasizes the structural, strategic, and systemic family therapy models and addresses management and treatment of cases of suicide, child abuse, domestic violence, and incest. Successful completion of this course and the requirements determines readiness for clinical practice. (Prerequisites: FT 550, FT 552; students must have a signed clinical training agreement on file before registration) Three credits.

FT 555 Foundations of Marital and Family Therapy

This course exposes students to the theories upon which the models of family therapy are based, exploring the critical epistemological issues in family therapy theory. Furthermore, it helps students think about therapy theoretically, preparing students to understand and contribute to current thinking in the field in regard to theory and practice. Topics include general systems theory, cybernetics, communication theory, constructivism, and current developments in epistemology. Three credits.

FT 556 Research in Marriage and Family Therapy

This course covers the methodology, design, and statistical procedures for research in marriage and family therapy. The course addresses selecting appropriate experimental designs, data analysis and understanding the inferential potential of statistical procedures, and evaluating published research, including efficacy and outcome studies in marriage and family therapy. The course content includes quantitative and qualitative research in the field. Three credits.

FT 559 Practicum in Family Therapy I

This course provides clinical experience working with families and meets the standards for training established by the American Association for Marriage and Family Therapy and the Connecticut Department of Health and Addiction Services. Students provide five hours per week of service in the Family Counseling Center plus five to 10 hours per week of service in a community agency offering family therapy treatment under supervision. The practicum follows consecutively after FT 553. (Prerequisites: FT 550, FT 552, FT 553, FT 565) Three credits.

FT 560 Practicum in Family Therapy II

Continuation of FT 559. (Prerequisite: FT 559) Three credits.

FT 561 Advanced Interventions in Family Therapy

This course explores in depth the theory and techniques of postmodern models of family therapy. It focuses on developing a substantive understanding of the theoretical assumptions and clinical applications of solution-focused and narrative therapies and provides opportunities to apply techniques and explore the therapist's use of self through role play and clinical observations. (Prerequisites: FT 550, FT 552) Three credits.

FT 562 Human Sexuality and Sexual Dysfunction

This course examines issues related to sexuality in human life and treatment of sexual problems. Issues include sexual value systems, sexual identity and orientation, gender issues and development of gender identity, forms of sexual conduct, sexuality across the life span, and sexual issues in couple relationships. Three credits.

FT 565 Ethical, Legal, and Professional Issues in Family Therapy

This course examines issues specific to the clinical practice and profession of marriage and family therapy. Areas of study include ethical decision-making and the code of ethics; professional socialization and the role of professional organizations; licensure and certification; legal responsibilities and liabilities of clinical practice; research, family law, confidentiality issues, AAMFT Code of Ethics, interprofessional cooperation, and mental health care delivery systems. (Prerequisite: FT 550) Three credits.

FT 567 Couples Therapy

This course reviews a variety of approaches to understanding, conceptualizing, and treating marital relationships and conflicts, addressing special problems such as extramarital affairs, alcoholism, and ethics in couples work. Three credits.

FT 568 Special Topics in Family Therapy

This course explores advanced topics in the field of family therapy. Topics may vary each semester and are determined by the marriage and family therapy department chair as a reflection of pertinent themes of interest in the specialization. One to three credits.

FT 569 Assessment Techniques in Marriage and Family Therapy

This advanced family therapy course addresses clinical diagnosis and assessment in the treatment process. Topics include major family therapy assessment methods and instruments, familiarity with the DSM IV, and pharmacological treatments. Three credits.

FT 580 Internship in Family Therapy I

During internship students provide 10 to 15 hours of clinical services at an off-campus internship site. They receive weekly individual and group supervision by an approved site supervisor and weekly group supervision by University faculty. (Prerequisites: FT 560, FT 561) Three credits.

FT 581 Internship in Family Therapy II

Continuation of FT 580. Students must complete all clinical and supervisory hours by the close of the grading period to be eligible for graduation. (Cannot be taken concurrently with FT 569.) Three credits.

FT 595 Independent Study in Marriage and Family Therapy

Students undertake individual projects in consultation with a faculty member based on proposals submitted one semester in advance of course registration. Three to six credits.

PSYCHOLOGY AND SPECIAL EDUCATION

Faculty

Daniel Geller (*chair*)
Margaret C. Deignan
Faith-Anne Dohm
Paula Gill Lopez
David Aloyzy Zera

The Department of Psychology and Special Education offers concentrations in studies that prepare candidates for careers in a variety of human service areas. The department has, as its primary objective, a collaborative approach to contributing to the quality of life in our changing schools and society. The department is dedicated to making significant contributions to:

- the enhancement of self-understanding;
- the improvement of service delivery options to children, youth, and adults who have exceptional challenges;
- the enrichment of child-parent relationships;
- the increased effectiveness of schools and support agencies;
- the improvement of adaptive behavior and healthy development;
- leadership in the areas of theory, assessment, and understanding of differences among children, youth, adults, and those with disabilities, with special emphasis on differentiating typical cultural characteristics from pathology;
- the development of effective strategies in curricular, behavioral, and therapeutic interventions;
- the improvement of teacher-teacher, teacher-child, and teacher-parent relationships;
- the integration of special education into total school programs;
- the enhancement of the human potential and facilitation of healthy development and the primary prevention of problems in school, at home, and in the community.



Psychology

Students may choose from one of several sequences of study. They may pursue a specialist preparation in school psychology; elect a program in psychology that finds application in the promotion of work productivity; select courses that enrich competencies required in human services and community work; or strengthen their knowledge of psychology in preparation for further graduate study. All of the programs provide for the development of a basic foundation of knowledge in psychology and related fields, as well as emphasize the application of knowledge in assessing and understanding others.

To supplement course work, the faculty has established working relationships within the settings where psychological skills are applied. These settings include schools, child and family mental health and rehabilitation services, corporate training and development settings, and human resource programs in the private sector. These relationships provide for the coordination of real life experiences and academic training and serve dual purposes. First, students have the opportunity to practice newly acquired skills in real settings with experienced supervisors supported by University faculty. Second, the addition of graduate students to established staff enhances the resources available in the community.

School Psychology

The School Psychology program at Fairfield University is a 63-credit program that follows the curriculum guidelines as prepared by the National Association of School Psychologists (2000). The tripartite model of school psychology espoused by the program includes consultation, assessment, and direct intervention. In addition to the tripartite model, several paradigms form the core philosophy of the School Psychology program. These paradigms include emphases on the scientist-practitioner tradition, reflective practice, primary prevention, developmental and systems theory, and becoming agents of change. To assist in the exploration of these paradigms, students develop portfolios documenting their personal and professional growth throughout the program. Additionally, students are prepared in theoretical foundations and with practicum experiences in schools and/or agencies. The program culminates in an internship experience, "consisting of 10 school months, or its equivalent in a period not to exceed 20 school months, of supervised experience in a school setting under the supervision of a certified school psychologist, the local school system, and the preparing institution," (Connecticut Certification Regulations for School Psychology, Section 10145d-59.a.4).

Admission to the School Psychology Program

Applications to the program are reviewed twice yearly. Application deadlines are Feb. 1 for fall admission and Oct. 1 for spring admission.

After an initial paper review, successful applicants will be invited to campus for a group interview. The interview is intended to clarify applicants' understanding of the program and the profession, and to assess applicants' potential for success as students. After admission, each student is expected to meet with a faculty advisor to outline a planned program of study before beginning coursework. Students admitted in the fall semester may take courses in the summer prior to their first fall term after obtaining approval from an advisor.

Requirements for the M.A.

All students admitted to the School Psychology program must satisfy the requirements for the M.A. degree as listed in the program of study. Those students admitted into the M.A. program who did not complete an undergraduate major in psychology may be required to take additional coursework as identified by their advisor.

Students who elect to take the comprehensive examination must have completed 24 credits. These credits must include CN 433, PY 430, PY 433, PY 435, PY 436, and PY 446. Part-time students have the option of writing a master's thesis in lieu of the comprehensive examination. The master's thesis option is appropriate for those part-time students who wish to more fully

investigate a germane aspect of psychology through an organized method of research or an exploration that could be considered as a contribution to the field. Students must consult with a full-time department faculty member about the process, availability, and procedures related to this option and obtain approval of the thesis topic prior to registering for PY 596 Master's Thesis in Psychology. A completed and approved thesis must be submitted to fulfill this option. Additional coursework may be required for students who were not psychology majors as undergraduates. The advanced thesis option is available to full-time students who wish to complete a research project. The advanced thesis in psychology cannot be completed in lieu of the master's comprehensive examination.

Requirements for the C.A.S.

Those wishing to be accepted for matriculation at the C.A.S. level and/or those wishing to be endorsed by the University for state certification as a school psychologist must first complete the M.A. course requirements in school psychology. Applicants with related master's degrees may be considered for admission into the C.A.S. program. However, all master's degree coursework in the School Psychology program must be completed.

A separate admission application for the C.A.S. must be submitted.

Additionally, the student portfolio developed during the master's program must be reviewed with faculty before a student can be admitted into the C.A.S. program in school psychology. Students must review their portfolio with faculty a second time before they are granted approval to begin their internship sequence, PY 598 and PY 599.

Students who are accepted into the C.A.S. program with related degrees must fulfill all program course requirements. They must also develop and/or review their portfolios with faculty before being eligible to begin their internship sequence, PY 598 and PY 599. A minimum of 30 credits must be completed at Fairfield University in order to receive an institutional endorsement for state certification.

School Psychologist Certification

A graduate student who successfully completes this course of study earns an M.A. degree and a sixth year C.A.S. and meets the Connecticut certification requirements. When the entire program has been completed (63 credits), the student must apply through the dean's office to receive an endorsement from the Graduate School of Education and Allied Professions for Connecticut's Initial Educator's Certificate in school psychology.

In view of the essential responsibility of the program to assure the protection of the healthy development of children and youth served by school psychologists, the faculty reserves the right to discontinue the program of any student, at any time in the program, whose academic performance is marginal, whose comprehensive examination results are not rated as passing, or whose personal qualities are not appropriate to the field. Such a student may be denied recommendation for certification. In addition, the Disposition Statement presented on page 17 is applicable to this program as it is to all programs in the Graduate School of Education and Allied Professions.

School Psychology Program of Study

M.A. in School Psychology (33 credits)

- CN 433 Multicultural Issues in Counseling
 ED 429 Philosophical Foundations of Education
 PY 430 Issues in Professional Practice in School Psychology
 PY 433 Behavioral Statistics
 PY 435 Psychology of Personality
 PY 436 Psychopathology and Classification I
 PY 438 Treatment Models for School-Age Youth
 PY 446 Developmental Psychology I: Theory and Application in Professional Practice
 PY 534 Theories of Learning
 PY 548 Psychotherapeutic Techniques for School-Age Youth
 SE 403 Psychoeducational Issues in Special Education
OR
 SE 405 Exceptional Learners in the Mainstream

Comprehensive Examination in School Psychology OR

- PY 596 Master's Thesis in Psychology*

*PY 596 Master's Thesis in Psychology requires special approval from a student's advisor.

C.A.S. in School Psychology (30 credits)

- PY 449 Introduction to Clinical Child Neuropsychology
 PY 535 Collaborative Consultation
 PY 538 Educational and Psychological Assessment
 PY 540 Projective Techniques
 PY 544 Integrated Assessment
 PY 576 Field Work in Child Study I
 PY 577 Field Work in Child Study II
 PY 598 Internship in School Psychology I
 PY 599 Internship in School Psychology II

One elective approved by advisor (three credits).

Applied Psychology

Different concentrations of study are available to students seeking a master's degree in applied psychology. Some students wish to strengthen their academic background before pursuing doctoral studies at another institution. Others seek preparation for careers in human service work in community settings. Still others are interested in applying their learning in organizational settings.

Admission to the Applied Psychology Program

Applications to the program are reviewed twice yearly. Application deadlines are Feb. 15 for fall admission and Oct. 15 for spring admission.

An interview with one or more faculty members may be required for admission to the Applied Psychology program. The interview is intended to clarify the applicant's understanding of the program and the profession, and to evaluate the applicant's potential success as a student. After admission, each student is required to meet with a faculty advisor to outline a planned program of study. Prior to registering for courses each semester, students are encouraged to meet with their advisor.

The Applied Psychology program offers three tracks of study: human services psychology, foundations of advanced psychology, and industrial/organizational/personnel psychology. The formal educational experiences may be supplemented by subsequent training in a work setting. Additional requirements for the different tracks include:

1. Human services psychology – This track requires the completion of 39 credits of approved courses. Twenty-seven of these credits must be in psychology.
2. Foundations of advanced psychology – This program of study requires completion of 33 credits of approved courses. Twenty-seven of these credits must be in psychology.
3. Industrial/organizational/personnel psychology – This program of study requires completion of 39 credits of approved courses. Twenty-seven of these credits must be in psychology.

Comprehensive examination or master's thesis option

Successful completion of the comprehensive examination, or successful completion of an approved master's thesis is required for all students.

The comprehensive examination in psychology option allows students to demonstrate understanding and mastery of a broad body of relevant knowledge in psychology, as well as the ability to synthesize this knowledge in the creation of sophisticated essays.



The master's thesis option is appropriate for those students who wish to more fully investigate a germane aspect of psychology using empirical or quasi-empirical research that could be considered as a contribution to the field. Students must consult with a full-time department faculty member about the process, availability, and procedures related to this option, and obtain approval prior to registering for PY 596 Master's Thesis in Psychology. An approved thesis must be submitted to fulfill this requirement option.

Students are eligible to take the master's comprehensive examination after successful completion of 24 credits, 18 of which must be specifically in psychology. Students who decide to take the master's thesis option must submit the required Thesis Topic Approval Form at least two semesters prior to their expected date of completion of the thesis.

Students in the Applied Psychology program are expected to act in accordance with the American Psychological Association's ethical principles. Students who behave unethically may be dismissed from the program. The ethical principles are available at www.apa.org/ethics. In addition, the Disposition Statement presented on page 17 is applicable to this program as it is to all programs in the Graduate School of Education and Allied Profession.

Students may only conduct research under the direction of a full-time faculty member, after successful completion of appropriate course work, and after obtaining approval of the project by Fairfield University's Institutional Review Board.

Applied Psychology Program of Study **Track I – Human Services Psychology** (39 credits)

Core (required)

- CN 433 Multicultural Issues in Counseling
- FT 550 Introduction to Marriage and Family Therapy
- PY 435 Psychology of Personality
- PY 436 Psychopathology and Classification I
- PY 437 Psychopathology and Classification II
- PY 446 Developmental Psychology I

OR

- PY 447 Lifespan Human Development
- PY 471 Effective Interviewing
- PY 536 Educational and Psychological Testing
- PY 578 Field Work in Applied Psychology
- PY 597 Seminar in Psychology

Electives (nine credits)

All electives must be approved by Dr. Geller or Dr. Dohm.

Recommended electives for Track I are:

- SE 411 Introduction to Mental Retardation
- SE 413 Introduction to Learning Disabilities
- PY 404 Forensic Psychology and Expert Testimony
- PY 534 Theories of Learning

Track II – Foundations of Advanced Psychology (33 credits)

Core (required)

- CN 433 Multicultural Issues in Counseling
- PY 433 Behavioral Statistics
- PY 435 Psychology of Personality
- PY 436 Psychopathology and Classification I
- PY 437 Psychopathology and Classification II
- PY 446 Developmental Psychology
- PY 475 Program Evaluation
- PY 536 Educational and Psychological Testing
- PY 571 Research in Psychology
- PY 597 Seminar in Psychology

Electives (three credits)

All electives must be approved by Dr. Geller or Dr. Dohm.

Recommended electives for Track II are:

- SE 411 Introduction to Mental Retardation
- SE 413 Introduction to Learning Disabilities

Track III – Industrial/Organizational/Personnel Psychology (39 credits)

Core (required)

- CN 455 Group Work: Theories and Practice
 PY 406 Organizational Development
 PY 420 Introduction to Industrial/Organizational Psychology
 PY 433 Behavioral Statistics
 PY 435 Psychology of Personality
 PY 471 Effective Interviewing
 PY 475 Program Evaluation
 PY 536 Educational and Psychological Testing
 PY 545 Designing Development and Training Programs
 PY 571 Research in Psychology
 PY 578 Field Work in Applied Psychology
 PY 594 Seminar in Applied and Industrial/Organizational Psychology
OR
 PY 597 Seminar in Psychology

Electives (three credits)

All electives must be approved by Dr. Geller or Dr. Dohm.

Recommended elective for Track III are:

- CN 433 Multicultural Issues in Counseling
 MD 400 Introduction to Education Technology

Course Descriptions

PY 403 Introduction to Play Therapy

This course provides students with instruction in client-centered play therapy. Course objectives for students include enhancing sensitivity to children's issues, developing an awareness of the world as viewed by children, increasing the ability to communicate effectively with children using play techniques, understanding children's behavior, communicating effectively with parents, and developing basic play therapy skills. Students also view demonstrations of actual play therapy sessions and gain experience applying play therapy strategies with children. (Prerequisite: This course is available to students enrolled in a certification program or those who are already certified.) Three credits

PY 404 Forensic Psychology and Expert Testimony

This course covers the diverse aspects and activities in forensic psychology, exposing students to the process of forensic assessment (criminal law matters and in domestic law cases), as well as briefly reviewing relevant law. Other areas include consultations with the police and consultations regarding probation and parole decisions as well as sexual offenses, expert testimony, offender rehabilitation, competence of juries, and other related topics. Three credits.

PY 406 Organizational Development

This course explores and analyzes the various methods and techniques for effective organizational development in contemporary organizations. The course focuses on models, case studies, and student examination of organizations with which they are affiliated. Students identify and study key success factors such as organizational culture, leadership, and history. (Prerequisites: PY 420, PY 433, PY 435, PY 545) Three credits.

PY 410 Psychopharmacology

This course reviews essential biopsychology; examines the biological/biochemical hypotheses of the major psychiatric disorders; surveys the mechanisms of action and behavioral effects of the major classifications of drugs; and examines their uses in adult and childhood disorders. (Prerequisite: basic knowledge of neurochemical transmission or permission of the instructor) Three credits.

PY 420 Introduction to Industrial/Organizational Psychology

This course introduces the application of psychological concepts, principles, and methods to process issues and problems in the work environment. Topics include personnel selection, training and development, work motivation, job satisfaction and effectiveness, work design, and organizational theory. Three credits.

PY 430 Issues in Professional Practice in School Psychology

Among the first courses that should be taken in the School Psychology program, this course presents a realistic view of school psychology, permitting participants to interview school psychologists and other school personnel in the field about the role of the school psychologist. It serves as a vehicle to affect the future of school psychology by empowering future school psychologists, and it introduces the issues primary to the profession and practice of school psychology. Topics include special education law; professional ethics; the history of school psychology; a tripartite model of service delivery; the "scientific practitioner" approach; consultation; child development and system theory as a basis for practice; advocacy for and education about the school psychologist's role; and an introduction to federal and state educational systems within which the profession operates. Three credits.

PY 433 Behavioral Statistics

Participants study descriptive and inferential statistics with an emphasis on applications in the behavioral sciences. Topics range from measures of central tendency to parametric and nonparametric tests of significance. Three credits.

PY 435 Psychology of Personality

This course takes a comprehensive approach to understanding theories of personality formation through an in-depth survey and critique of major and minor theories of personality. The course emphasizes developing a critical understanding of the similarities and differences among the theories and the contribution of each theory

to conceptualizations of normal and abnormal behavior, and covers current research in personality psychology. Three credits.

PY 436 Psychopathology and Classification I

This course introduces students to advanced child and adolescent psychopathology. It provides the necessary foundation for undertaking subsequent courses or supervised practical training focused on the actual practice of formulating diagnoses and treating children and adolescents who are experiencing mental disorders. The course includes in-depth exposure to and discussion of the DSM-IV and current research in psychopathology, and emphasizes understanding and identifying mental disorder symptoms and syndromes. Three credits.

PY 437 Psychopathology and Classification II

This course introduces students to advanced adult psychopathology. It provides the necessary foundation for undertaking subsequent courses or supervised practical training focused on the actual practice of formulating diagnoses and treating people who are experiencing mental disorders. The course includes in-depth exposure to and discussion of the DSM-IV and current research in psychopathology, and emphasizes understanding and identifying mental disorder symptoms and syndromes. Three credits.

PY 438 Treatment Models for School-Age Youth

In this course, students learn to develop treatment plans for children and adolescents in schools. Various psychotherapy models bridge the gap between theory and practice. Case studies serve as the primary learning vehicle. Given that children and adolescents frequently demonstrate emotional difficulties in the school setting, the course highlights theoretically informed therapeutic interventions that are pragmatic for use in the school setting, and emphasizes the importance of recognizing individual differences (cognitive, cultural, etc.) when designing interventions. (Prerequisites: PY 435, PY 436) Three credits.

PY 446 Developmental Psychology I: Theory and Application in Professional Practice

Students study human development from birth through adolescence. Designed for graduate students pursuing careers as clinical practitioners, this course helps participants develop the basic skills necessary to understand their clients in the context of the various domains of human development. Students learn to identify deviations in development and craft corresponding intervention plans. The course also emphasizes cultural competence, providing students with an understanding of individuals and families within a cultural context. Three credits.

PY 447 Lifespan Human Development

This course explores the processes of individual and family development from childhood through old age. The course examines theoretical perspectives for studying child, adult, and family development, paying special

attention to physical, cognitive, emotional, and social/moral development in family and cultural contexts. Cross-referenced as CN 447/FT 447. Three credits.

PY 449 Introduction to Clinical Child Neuropsychology

This course introduces students to brain structure, development, and function as the child grows to adulthood. Discussion topics include cognitive, academic, and behavioral sequelae of commonly encountered neuropathologies of childhood and adolescence, with case illustrations. Because of the emphasis placed on educational outcomes of neuropathology, the course addresses dyslexia, attention deficit disorder, and non-verbal learning disability. (Prerequisites: PY 538, PY 540) Three credits.

PY 450 Theories of Child Psychotherapy

This course introduces the major models of individual and group child psychotherapies, emphasizing the theoretical bases, research support, and differential value of current treatment modalities. Topics include specific child psychotherapies such as play therapy, behavior therapy, parent training, chemotherapy, and family therapy; and the ethics, rights, and confidentiality of child evaluation and treatment. Demonstrations incorporate a variety of actual case materials. Three credits.

PY 471 Effective Interviewing

This course trains individuals whose work requires a high skill level in communication. The course emphasizes defining the goals of the interview and the best means for achieving these goals, attending to overt and covert language and non-language messages, and dealing with the emotional dimensions of the interview. Students learn and experiment with a variety of interviews in different contexts. Three credits.

PY 475 Program Evaluation

This course focuses on concepts and principles in performing evaluations of psychological and social programs. Evaluations are an amalgam of political and scientific perspectives that require numerous skills and talents. A number of topics and models of evaluation are presented. However, no two evaluations are alike. Therefore, solid training in methodology and technical techniques is imperative for performing evaluations. The objectives of this course are to develop skills in designing evaluations, to develop survey instruments, to develop proposals, and to communicate evaluation results. In each of these areas, ethical issues will be addressed. Quantitative methods will be emphasized, but qualitative approaches will be presented. (Prerequisites: PY 433, PY 571). Three credits.

PY 530 Behavior Therapy

This introductory course on the origins, assumptions, learning theories, and techniques of behavior therapies focuses on respondent and operant therapies, while integrating some recent methodologies such as rational-emotive and cognitive therapies. (Prerequisites: PY 435, PY 436) Three credits.

PY 534 Theories of Learning

This course considers, in detail, the conditions of human learning found in the principal schools of psychology on the contemporary scene. Students investigate other theories for individual reports. Cross-referenced as ED 534. Three credits.

PY 535 Collaborative Consultation

Designed to give students knowledge and consultation skills, this course presents consultation as a collaborative problem-solving process that is empowering and prevention-oriented. The course focuses on mental health consultation as described by Gerald Caplan. Students learn the major models of consultation, the generic stages of consultation, and four levels of consultation service. The course also addresses practice issues, such as consultee resistance, consultee perspective, and consultant self-awareness. The course includes a practicum component in which students consult with a teacher at a school site once a week for approximately 10 weeks, beginning with the fifth week of class. (Prerequisites: PY 430, PY 548) Three credits.

PY 536 Educational and Psychological Testing

This course examines, in depth, the basic concepts and principles of psychological and educational assessment, including issues related to the assessment of special and diverse populations. The course provides the conceptual foundation for subsequent courses that train students how to do assessments and emphasizes the ethical practice of assessment. Three credits.

PY 538 Educational and Psychological Assessment

Students learn the background and principles of individual assessment techniques. The course considers the special problems of psychodiagnostic testing of culturally diverse and LEP children, with a major emphasis on the administration, scoring, interpretation, and reporting of cognitive and achievement tests. (Prerequisite: completion of all M.A. degree requirements) Lab fee: \$45. Three credits.

PY 540 Projective Techniques

This first course in a series focusing on the nature and use of projective tests, develops in students a familiarity and basic ability to administer projective tests as part of a psychological assessment. The course focuses on developing basic skills in the use of human figure drawings (DAP, HTP, and others), the Thematic Apperception Test, sentence completion tests, and other selected instruments, and examines the use and scoring of the Rorschach technique. Students practice administration, interpretation, and basic report writing using these tools. (Prerequisite: completion of all M.A. degree requirements) Lab fee: \$45. Three credits.

PY 544 Integrated Assessment

For school psychology majors only, this is the third and final course in the advanced study of applied psychoeducational assessment. Designed for graduate students

who are in the final stages of preparing for on-site professional assessment, this course focuses on continuing instruction in the administration and interpretation of various assessment techniques, emphasizing cognitive measures, academic assessment, academic achievement tests, and projective techniques, as well as psychological report-writing that integrates all assessment data into clear, accurate, written psychological reports. The course also stresses cultural and ethical competence in order to meet the need to synthesize and integrate assessment data into comprehensive, non-biased psychological evaluations of children and youth. Students administer comprehensive psychoeducational batteries within a school or agency in preparation for their internship in school psychology. (Prerequisites: PY 538, PY 540) Three credits.

PY 545 Designing and Developing Training Programs

Designed for prospective trainers, training specialists, personnel generalists, or line personnel in business and industry, this course focuses on designing and developing training programs for administrative professionals, management employees, and school personnel. Course assignments provide individualization and allow content to be tailored to participant needs and working environments. (Prerequisites: PY 420, PY 435) Cross-referenced as MD 545. Three credits.

PY 548 Psychotherapeutic Techniques for School-Age Youth

This course provides school psychology, school counselor, and social work students with a first exposure to psychotherapeutic techniques. Topics include the purposes and rationale for such techniques, selection of appropriate methodologies, ethical considerations, and practice skills. (Prerequisites: PY 430, PY 435, PY 438, PY 446) Three credits.

PY 571 Research in Psychology

This course emphasizes developing a critical understanding of the essential issues involved in designing, conducting, and reporting the results of psychological research. It provides the foundation necessary for more advanced courses in research design and data analysis or for developing a master's thesis proposal. (Prerequisite: PY 433) Three credits.

PY 575 Short-Term Psychotherapy

This advanced course covers the diverse approaches used in time-limited psychotherapeutic interventions. Designed for advanced students and clinical professionals in the community, the course covers a variety of perspectives, including systemic, psychodynamic, behavioral, and phenomenological approaches used in short-term interventions. (Prerequisites: PY 435, PY 438, PY 446, and permission of advisor) Three credits.

PY 576 Field Work in Child Study I

This course supports students taking the first semester of their school psychology fieldwork practica requirement. Taken concurrently with PY 544, this course primarily provides opportunities to gain practice and facility in testing and report writing. Students gain additional practice in individual and group counseling, behavior modification, and interviewing skills. Students take this course during the spring semester. (Prerequisite: permission of instructor) Three credits.

PY 577 Field Work in Child Study II

This course supports students during the summer term of the school psychology fieldwork practica requirement. Students placed in a mental health setting continue to gain facility in individual and group counseling, behavior modification, and interviewing. Students take this course the summer before internship. (Prerequisite: PY 576) Three credits.

PY 578 Field Work in Applied Psychology

Advanced students matriculated in the human services and industrial/ organizational/ personnel tracks undertake approved, supervised fieldwork in an area related to their professional interests. Course requirements include a site supervisor and a faculty supervisor for each student, and a fieldwork placement that involves at least 20 days of on-site experience. (Prerequisites: completion of 21 credits in psychology including PY 433 and PY 435, and approval of advisor. IOP track students also must have completed PY 420, PY 545, PY 406, and PY 571) Three credits.

PY 594 Seminar in Applied and Industrial/Organizational Psychology

The culminating experience for students preparing for roles in organizations in human resources, industrial/occupational psychology, or consulting, this seminar for students in the IOP track examines the issues of role definition, professional responsibilities, ethics, confidentiality, and professional communications. (Prerequisite: completion of 21 credits in psychology) Three credits.

PY 595 Independent Study in Psychology

Students conduct individual projects in consultation with a faculty member from the Department of Psychology and Special Education. (Prerequisite: approval of faculty advisor) Three credits.

PY 596 Master's Thesis in Psychology

Students matriculated in psychology engage in a master's thesis project as an alternative to taking the master's comprehensive exam. The student's project must demonstrate an advanced, sophisticated knowledge of psychology and be considered a contribution to the field. Activities in the development of the thesis include an initial outline of the project, proposal (including a review of the related literature and proposed thesis), and final report. Students submit proposals in the semester preceding registration for this thesis course and may register only during the normal registration period preceding each semester. (Prerequisites: PY 433, PY 571, approval of the student's advisor, and agreement of a psychology faculty member to serve as thesis advisor) Three credits.

PY 597 Seminar in Psychology

The culminating experience for students preparing for roles in settings where graduate students synthesize their psychological knowledge and skill, this seminar for students in the human services and foundations track examines the issues of role definition, professional responsibility, ethics, confidentiality, and professional communications. (Prerequisite: completion of 21 credits in psychology) Three credits.

PY 598 Internship in School Psychology I

This course provides weekly supervision and support at the University for students during the fall semester of the school psychology internship. The Connecticut Certification Bureau requires an internship experience "consisting of 10 school months or its equivalent in a period not to exceed 20 school months, of supervised experience in a school setting under the supervision of a certified school psychologist, the local school system, and the preparing institution." This internship allows students to integrate the skills they have acquired in the program, build confidence using those skills, and develop a sense of professional identity. The course stresses a tripartite approach to school psychology, with equal emphasis on assessment, direct intervention, and consultation. (Prerequisite: all course work and approval of program coordinator) Three credits.

PY 599 Internship in School Psychology II

This course provides weekly supervision and support at the University for students during the spring semester of the school psychology internship. (Prerequisite: PY 598) Three credits.

Special Education

Special education has, as its primary objective, the education and training of professional educators to serve children and youth who have exceptional challenges and require specialized support through educational, social, cognitive, rehabilitative, and/or behavioral management approaches to attain their maximum learning potential. In line with this primary objective, special education sees its role as contributing leadership in the areas of theory; assessment; understanding differences among children and youth with disabilities; the development and implementation of curriculum and intervention strategies; the improvement of teacher-teacher, teacher-child, and teacher-parent relationships; and the integration of special education into total school programs.

Including the master of arts degree and the certificate of advanced study programs, graduate students may choose one of several sequences of study leading to certification that provide the preparation required by the Connecticut Board of Higher Education, the Connecticut Board of Education, and the Council for Exceptional Children. They may pursue a program leading to a Connecticut Initial Educator Certificate in teaching children and youth with disabilities in grades K through 12 (Comprehensive Special Education endorsement), or a cross-endorsement certificate in comprehensive special education when certification in classroom teaching has already been earned. Students also may elect a concentration leading to certification as a special education consulting teacher, bilingual special educator, or as an educator of persons identified as gifted and/or talented.

In view of the essential responsibility of the program to assure the protection of the healthy development of children and youth served by special educators, the faculty reserve the right to discontinue the program of any student, at any time during their program, whose academic performance is marginal, whose comprehensive examination results are not rated as passing, or whose personal qualities are deemed not appropriate to the field. Such a student may be denied recommendation for certification. In addition, the Disposition Statement presented on page 17 is applicable to the special education programs as it is to all programs offered by the Graduate School of Education and Allied Professions.

Admission to the Special Education Program

Admission to the program is on a rolling basis.

A group or individual interview with faculty members is required for admission to the Special Education program. The interview is intended to clarify the applicant's understanding of the program and the profession, and to evaluate the applicant's potential success as a student. After admission, each student is required to meet with a faculty advisor to outline a planned program of study.



Requirements for the M.A. and C.A.S.

The M.A. and C.A.S. programs in special education are individually planned according to each student's needs, interests, and background. The M.A. requires completion of a minimum of 33 credits; the C.A.S. requires a minimum of 30 credits.

Once a sequence of study is selected, the following are also requirements for the M.A. and C.A.S.:

M.A. – 33 credits must include:

1. ED 429 Philosophical Foundations of Education
2. CN 433 Multicultural Issues in Counseling
- OR**
- ED 441 Teaching and Learning Within Multicultural Contexts of Education
3. SE 599 Seminar in Special Education
4. Successful completion of the comprehensive examination
5. Of the 33 credits, 24 must be in special education

C.A.S. – 30 credits must include the following:

1. ED 534 Theories of Learning
- OR**
- PY 534 Theories of Learning
2. SE 540 C.A.S. Practicum
3. Of the 30 credits, 21 must be in special education

Certification Requirements

The certification program in comprehensive special education at Fairfield University is sequentially organized across categories, providing participants with a frame of reference for evaluating the learning strengths and weaknesses of each child and, therefore, a basis from which to derive a prescriptive curriculum for the student with disabilities.

The planned professional comprehensive program in special education is presented according to the format of Connecticut certification law and includes courses in the following areas:

1. **Psychoeducational theory and development of children with disabilities**

Developmental growth from infancy to adulthood is a baseline against which children with disabilities are viewed. Various theories pertaining to areas of disability are also presented and explored.

2. **Diagnosis of children and youth with disabilities**

Graduate students possessing developmental information and theoretical foundations can view each child with a disability against this background and thereby assess developmental strengths and weaknesses, and identify disabling conditions.

3. **Program planning and education of children and youth with disabilities**

Courses survey, analyze, and evaluate programs available for children with disabilities. Theory, development, diagnostic procedures, curricula, and methods are used as the baseline for comparison and for the development of individualized education plans designed to meet each student's needs.

4. **Curriculum and methods of teaching children and youth with disabilities**

The teaching process, although based upon sound diagnosis and expert knowledge of developmental sequences of education, must deal with each child's unique ways of functioning. The teacher cannot proceed without knowledge of the child's style of learning, tolerance for anxiety, attention, pace of cognitive processing, capacity for organization, and capability for developing appropriate relationships.

Opportunity is provided within the special education program for future professional educators to be exposed to such variables. The future professional educator is expected to learn to observe children, to understand them, and to modify programs and plans to address the variables, as well as be able to shift gears, shift areas, and use several alternative approaches to achieve the same end goal.

5. **Practica in Special Education**

The practica assignments are designed to provide opportunities for the graduate student to engage in professional practice as a special education teacher under the supervision of University, school, and educational agency personnel. The experience offers the graduate student exposure in various settings to observe, evaluate, plan, instruct, and interact with pupils having special learning needs and challenging behaviors. Practica requirements are detailed in the Special Education Program Student Teaching Handbook. Placements are coordinated through the director of student teaching placements. An application for student teaching must be submitted to the director of student teaching placements in the semester prior to beginning the first practicum. Students work with a minimum of two different exceptionality categories and typically have experiences at two different grade levels.

6. **Course plans and institutional endorsement**

Special education course planning is in concert with the student's advisor.

The certification regulations in effect at the time of application for Connecticut certification must be met for the University to issue an institutional endorsement.

Initial Educator Certification

Sequence of Courses

The following list of courses is designed to reflect the current plan of study required for Connecticut certification as an initial educator in comprehensive special education (48 credits).

To be considered for an initial certificate and/or to receive an institutional endorsement from the Connecticut Department of Education, a student must successfully complete all coursework in the planned program as well as pass all PRAXIS assessments required by the state for the intended certification.

CN 433	Multicultural Issues in Counseling
	OR
ED 441	Teaching and Learning Within Multicultural Contexts of Education
MD 400	Introduction to Educational Technology
SE 403	Psychoeducational Issues in Education
SE 411	Introduction to Mental Retardation
SE 413	Theories of and Introduction to Learning Disabilities
SE 417	Introduction to Children and Youth with Emotional Disturbances
SE 429	Developmental and Remedial Reading and Language Arts
SE 432	Management Techniques in Special Education
SE 436	Administration of Educational Tests
SE 441	Parents and Families of Individuals with Disabilities
SE 534	Skill Development for Individual Educational Plans
SE 537	Curriculum and Methods for Students with Mild to Moderate Disabilities
SE 550	The Consulting Teacher: An Introduction
SE 561	Diagnostic Procedures in Special Education
SE 591	Practicum in Special Education (Student Teaching)
SE 592	Practicum in Special Education (Student Teaching)

Note: SE 591 and SE 592 cannot be used to fulfill M.A. or C.A.S. degree requirements. Specific practica requirements for the initial certificate in special education are designed to meet state regulations, including use of a trained cooperating teacher.



Cross-Endorsement Certification in Special Education

Programs for cross-endorsement certification in comprehensive special education are specifically planned on an individual basis in a series of meetings with the candidate's advisor. The individual program takes into consideration all developmental requirements that have not been addressed in the program that led to the previous certification.

The following is a list of courses that the Special Education program requires for the Connecticut certificate in comprehensive special education under the cross-endorsement program (42 credits).

- CN 433 Multicultural Issues in Counseling
OR
- ED 441 Teaching and Learning Within Multicultural Contexts of Education
- MD 400 Introduction to Educational Technology
- SE 403 Psychoeducational Issues in Special Education
- SE 411 Introduction to Mental Retardation
- SE 413 Theories of and Introduction to Learning Disabilities
- SE 417 Introduction to Children and Youth With Emotional Disturbances
- SE 429 Developmental and Remedial Reading and Language Arts
- SE 432 Management Techniques in Special Education
- SE 436 Administration of Educational Tests
- SE 441 Parents and Families of Individuals with Disabilities
- SE 534 Skill Development for Individual Educational Plans
- SE 550 The Consulting Teacher: An Introduction
- SE 561 Diagnostic Procedures in Special Education
- SE 591 Practicum in Special Education
- SE 592 Practicum in Special Education

Bilingual Special Education

Applicants must demonstrate proficiency in English and one other language. A program of studies is individually planned for each student and may include the following courses. At the discretion of the coordinator, some courses may be substituted.

For full descriptions of courses, refer to the TESOL, Foreign Language, and Bilingual/Multicultural Education section for SL courses and to the Special Education section for SE courses.

- ED 429 Philosophical Foundations of Education
OR
- ED 534 Theories of Learning
- MD 400 Introduction to Educational Technology
- SE 403 Psychoeducational Issues in Special Education
- SE 411 Introduction to Mental Retardation
- SE 413 Theories of and Introduction to Learning Disabilities
- SE 417 Introduction to Children and Youth with Emotional Disturbances
- SE 429 Developmental and Remedial Reading and Language Arts
- SE 432 Management Techniques in Special Education
- SE 436 Administration of Educational Tests
- SE 441 Parents and Families of Individuals with Disabilities
- SE 534 Skill Development for Individualized Educational Plans
- SE 537 Curriculum and Methods for Students with Mild to Moderate Disabilities
- SE 550 The Consulting Teacher: An Introduction
- SE 561 Diagnostic Procedures in Special Education of Youth with Disabilities
- SE 591 Practicum in Special Education I
- SE 592 Practicum in Special Education II

Additionally, students must take at least one SL course in each of six different content areas. These courses are selected with the approval of the student's advisor. Listed below are examples of the courses generally taken to fulfill the SL component of the Bilingual Special Education program.

- SL 423 Principles of Bilingualism
- SL 426 Methods and Materials in Bilingual Programs
- SL 436 Methods and Materials for Second Language Teaching
- SL 441 Teaching and Learning Within Multicultural Contexts of Education
- SL 451 Content Area Instruction in Bilingual/ESL Classrooms
- SL 527 Testing and Assessment in Foreign Languages

Course Descriptions

SE 403 Psychoeducational Issues in Special Education

Designed to introduce special educators, school psychologists, and other related pupil service providers to a variety of complex issues and problems that affect children and youth with exceptional learning needs, this course emphasizes themes such as public laws, psychological planning and placement of children and youth, inclusive education, multicultural and family issues, ethics and professional standards, and stressors affecting professional performance. Three credits.

SE 405 Exceptional Learners in the Mainstream

This course familiarizes the mainstream professional with the special learning needs of children and youth with mental retardation, learning disabilities, emotional disturbances, severe disabilities, multiple disabilities, and those who are gifted and talented. Topics include methods of identifying and working effectively with children and youth with special learning needs in the regular classroom; the roles and responsibilities of counselors, psychologists, educators, and ancillary personnel as members of a multidisciplinary team in planning educational services for exceptional learners; and laws that impact on assessment, placement, parent and student rights, and support services. This course may require a fieldwork component as part of the evaluation process. Cross-referenced as SE 430. Three credits.

SE 411 Introduction to Mental Retardation

Students develop an understanding and working knowledge of mental retardation in this course, which emphasizes the definitional, medical, psychosocial, and educational issues that affect the lives of people who have been diagnosed as being mentally retarded. This course may require a fieldwork component as part of the evaluation process. Three credits.

SE 413 Theories of and Introduction to Learning Disabilities

This course introduces students to the area of learning disabilities, exploring various theoretical constructs pertaining to numerous facets of the disorder (cognition, executive function, attention deficits, etc.) by examining their development and discussing the past and current issues about the definition. Students examine educational and social emotional sequelae and implications of processing impairments using actual case evaluations. This course may require a fieldwork component as part of the evaluation process. Three credits.

SE 417 Introduction to Children and Youth with Emotional Disturbances

This course addresses emotional disturbance in children by comparing normal and atypical patterns of personality growth from infancy through adolescence. Three credits.

SE 419 Special Learners in the Bilingual/ESL Classroom

Designed to familiarize bilingual and ESL teachers with the developmental learning needs of children and adolescents who are exceptional, this course examines the special learning needs of linguistically and culturally diverse children and adolescents in bilingual or ESL classrooms. Cross-referenced as SL 419. Three credits.

SE 429 Developmental and Remedial Reading and Language Arts

This course delineates a conceptual framework of reading and language arts as being not only related to decoding, syntax, and comprehension, but also its relationship to the associated constructs of executive functions, working memory, and attention. Students explore current research regarding reading, language development, and associated constructs; examine case studies; become familiar with specific reading and affiliated assessment instruments; practice administering various instruments; examine and use various reading programs currently available; become acquainted with assistive, interactive technological tools; and explore specific websites. Three credits.

SE 430 Special Learners in the Regular Classroom

This course familiarizes school personnel with the learning needs of children and youth who have mental retardation, learning disabilities, emotional disturbances, and/or who are gifted and talented. The course also examines methods of identifying and working effectively with children and youth with disabilities in inclusive settings. The course may require a fieldwork component as part of the evaluation process. Cross-referenced as SE 405. Three credits.

SE 432 Management Techniques in Special Education

Designed to offer training in techniques for improving the academic and social behavior of students with behavior problems, this course, which is open to those who work with people to effect positive behavioral change, includes such topics as behavioral observation and analysis, task analysis, intervention strategies, and behavior change measurement and recording. Three credits.

SE 436 Administration of Educational Tests

This course includes selection, administration, scoring, and interpretation of individually administered cognitive processing and academic achievement diagnostic instruments. Three credits.

SE 441 Parents and Families of Individuals with Disabilities

This course introduces students to the dynamic family network of persons with disabilities, emphasizing the psychosocial stages of family structure and systemic interaction. Topics include family systems theories and their clinical applications; the grief process, family coping strategies; and significant professional issues for family therapists, counselors, special educators, psy-

chologists, nurses, and other human service personnel. Three credits.

SE 442 Intervention Strategies for Working with Families of the Disabled

This course is for students who, in their practice as professional educators or related service personnel, interact with family members of persons with disabilities. Participants learn interview procedures, intervention strategies, and effective communication techniques in this course, which incorporates illustrative clinical cases. Three credits.

SE 465 Early Childhood Special Education

Students develop an understanding and working knowledge of special education interventions for the delivery of services to the preschool child with disabilities. Major topics include history and legislative milestones related to the young child with disabilities; awareness of children at risk for developmental disabilities; the screening, assessment, and evaluation process; strategies for effective intervention; educational alternatives for the young child with disabilities; and awareness of the impact of the young child with disabilities on the family. Three credits.

SE 534 Skill Development for Individualized Educational Plans

This course is designed to develop the skills necessary for creating comprehensive diagnostic educational profiles for students with identified learning needs and utilizes comprehensive cognitive processing and academic achievement evaluations as a foundation. A non-categorical approach is utilized and topics of exploration include: the identification of patterns of strengths and weaknesses and resultant development of goals and objectives; determination of appropriate methodologies, programs, and strategies; selection and organizational sequence of materials; and consideration of various educational environments in which services may be provided. (Prerequisites: SE 413, SE 561; Pre- or co-requisite: SE 429). Three credits.

SE 535 and SE 536 Clinical Teaching I and II

Each course develops clinical teaching skills based upon diagnostic and observational information viewed within the contexts of various educational placements. This non-categorical approach explores such topics as identification of learning needs and goals, determination of educational content, selection and organization of materials, and selection of educational environments. (Prerequisites: SE 413, SE 561) Three credits each; six credits for the sequence.

SE 537 Curriculum and Methods for Students with Mild to Moderate Disabilities

This course presents curriculum and methods for use with students having mild to moderate disabilities in learning. (Prerequisites: SE 411, SE 413, SE 417) Three credits.

SE 540 C.A.S. Practicum

Candidates complete a project involving fieldwork and/or research in special education. This course

cannot be used to fulfill certification requirements. (Prerequisite: permission of the instructor) Three credits.

SE 550 The Consulting Teacher: An Introduction

This course presents an overview of models that support the role of the consulting teacher as a facilitator and collaborator in the process of service delivery to children, youth, and young adults with special learning needs. Major topics include the application of consultation models to systems change, in-service education, and classroom consultation. Three credits.

SE 561 Diagnostic Procedures in Special Education of Youth with Disabilities

This course provides students with detailed information/data as it pertains to interpreting and understanding varied diagnostic procedures by using various models of interpretation and theoretical foundations. Also, the course provides a foundation for understanding the strengths and weaknesses of students undergoing diagnostic evaluations. (Pre- or co-requisite: SE 413) Three credits.

SE 591 and SE 592 Practica in Special Education

Each of these three-credit courses involves a minimum of 10 weeks of effective professional special education experience with children or youth with different disabilities. Students fulfilling the initial comprehensive special education certificate undertake a designated state-mandated student teaching experience, arranged by University personnel. University faculty and the special education cooperating teacher provide student supervision. Practica requirements include seminar attendance that may include a case report and an examination of curricula, mandated Connecticut testing, and/or specific intervention techniques or remediation programs. Students fulfilling the initial comprehensive special education certificate obtain placements via the district placement procedures of the state-mandated cooperating teacher program. Note: Practica for students seeking initial and cross-endorsement state certification in comprehensive special education require the following minimum course prerequisites as well as permission of the practicum coordinator: SE 411, SE 413, SE 417, SE 429, SE 432, SE 436, SE 534, SE 537 (for initial certification students), and SE 561. Students must notify the practica placement coordinator of their intent to complete these courses at the beginning of the semester prior to practica placement. Three credits per course; six credits for the complete practica.

SE 595 Independent Study in Special Education

The course provides opportunities for advanced students to pursue their interests in diverse aspects of special education under the guidance of a faculty member. (Prerequisite: permission of the instructor) Three to six credits.

SE 599 Seminar in Special Education

This synthesizing seminar directs the student toward an in-depth study of special topics in the field, using a research-oriented approach. (Prerequisite: completion of 24 credits) Three credits.

TESOL, FOREIGN LANGUAGE, AND BILINGUAL/MULTICULTURAL EDUCATION

Faculty

Sr. Julianna Poole, SSND (*chair*)
Antônio Simões

Programs in this department are designed for teachers and prospective teachers in the areas of teaching English to speakers of other languages and bilingual education. Applicants interested in concentrating in bilingual education must demonstrate proficiency in English and at least one other language in accordance with current Connecticut State Department of Education regulations.

Required courses are outlined below. Some courses may be substituted at the discretion of the department chair.

Requirements for the M.A.

1. Complete a minimum of 33 credits
2. Complete the following required education courses (12 credits)
 - a. ED 429 Philosophical Foundations of Education (This course should be taken within the first nine credits. NOTE: This is the required philosophy course for master's level students. Only by explicit exception will a master's candidate be permitted to take any other course to fulfill the requirement.)
 - b. ED 499 Introduction to Educational Research (Prerequisite: at least six credits towards master's degree)
 - c. MD 400 Introduction to Educational Technology **OR**
MD 401 Introduction to Educational Technology for Elementary Schools
 - d. ED 512 Contemporary Issues in Education (Prerequisite: at least 12 credits toward master's degree)
3. Complete 12 credits from the following area of concentration-required courses:
 - a. Emphasis on TESOL
 - i. SL 423 Principles of Bilingualism
 - ii. SL 436 Methods and Materials for Second Language Teaching
 - iii. SL 441 Teaching and Learning Within Multicultural Contexts of Education
 - iv. SL 527 Testing and Assessment in Foreign Languages, ESL, and Bilingual Programs

- b. Emphasis on Bilingual/Multicultural Education
 - i. SL 423 Principles of Bilingualism
 - ii. SL 426 Methods and Materials in Bilingual Programs **OR**
SL 436 Methods and Materials for Second Language Teaching
 - iii. SL 441 Teaching and Learning Within Multicultural Contexts of Education
 - iv. SL 527 Testing and Assessment in Foreign Language, ESL, and Bilingual Programs
4. Complete nine credits selected from program offerings with permission of advisor
5. Complete either a comprehensive examination or a master's thesis
 - a. Comprehensive examination candidates are required to register to take the examination after having completed at least 24 credits.
 - b. Thesis candidates must meet the following requirements:
 - i. complete at least 15 but not more than 30 credits, including ED 499 Introduction to Educational Research
 - ii. inform their advisors of their decision to write the thesis
 - iii. obtain instructions for preparing the master's thesis from the chair of the TESOL, Foreign Language, Bilingual/Multicultural Education Department
 - iv. enroll in SL 498 Thesis Seminar, which may be selected as an elective with department chair approval
 - v. receive written approval of the completed thesis by the chair of the department
 - iv. submit approved thesis to the dean's office by appropriate deadline in order to fulfill degree requirements

Requirements for the C.A.S.

1. Complete a minimum of 30 credits
2. Complete 15 credits from the following required courses:
 - a. ED 521 Comparative Philosophies of Education
 - b. SL 527 Testing and Assessment in Foreign Language, ESL, and Bilingual Programs
 - c. ED 534 Theories of Learning
ED 565 Principles of Curriculum Development and Evaluation
OR
SL 528 Second Language Curriculum Development
 - e. SL 590 C.A.S. Practicum in Teaching
3. Complete 15 credits in area of concentration and/or approved program electives.

State Certification

There are two certification tracks in bilingual education: Elementary/Bilingual Endorsement and Secondary/Bilingual Endorsement. To be considered an initial certification program completer and/or to receive an institutional endorsement when applying for an initial educator certification from the Connecticut Department of Education, a student must have completed all coursework in the planned program as well as all PRAXIS and ACTFL assessments as required by the state for the intended certification.

For all certifications: Complete study or demonstrate competence in language arts, mathematics, natural sciences, social sciences, history (including a three-credit survey course in U.S. history), fine arts, a world language, and computers or other information technology.

Elementary/Bilingual Endorsement

1. Hold a bachelor's degree and complete a subject area major or an interdisciplinary major
2. Complete an approved plan of study and experience specifically designed to prepare elementary school/bilingual education teachers. This includes the following:
 - a. Content area coursework in bilingual/elementary education
 - b. A planned program of professional study that includes coursework in each of the following:
 - i. Foundations of education
 - ii. Educational psychology
 - iii. Curriculum and methods of teaching
 - iv. Supervised observations, full-time student teaching
 - v. Special education

Secondary/Bilingual Endorsement

1. Hold a bachelor's degree and complete a subject area major in an approved endorsement
2. Complete an approved plan of study and experience specifically designed to prepare secondary school/bilingual education teachers. This includes the following:
 - a. Content area coursework in bilingual/secondary education
 - b. A planned program of professional study that includes coursework in each of the following:
 - i. Foundations of education
 - ii. Educational psychology
 - iii. Curriculum and methods of teaching
 - iv. Supervised observations, full-time student teaching
 - v. Special education



In view of the teacher's role in both school and community, students whose relevant academic productivity is marginal or who demonstrate personal qualities that are not conducive to the role of teacher will not be recommended for matriculation or continuation in the teacher preparation program, student teaching placement, or state certification. In addition, the Disposition Statement presented on page 17 is applicable to these programs as it is to all programs in the Graduate School of Education and Allied Professions.

TESOL

1. Hold a bachelor's degree and complete a subject area major
2. Complete an approved plan of study and experience specifically designed to prepare TESOL teachers. This includes the following:
 - a. 30 credits in TESOL courses
 - b. Nine credits in bilingualism, a foreign language, or literacy development
 - c. A planned program of professional study to be distributed across each of the following:
 - i. Foundations of education
 - ii. Educational psychology
 - iii. Curriculum and methods of teaching
 - iv. Supervised observations, full-time student teaching
 - v. Special education

Cross Endorsements:

Bilingual Education

A minimum of 18 credits, including study in each of the following: first and second language acquisition, including language and literacy development; linguistic and academic assessment; cross-cultural sensitivity and communication, and implications for instruction; strategies for modifying English content area instruction; methods of teaching English as a second language; and methods of teaching bilingual education.

TESOL

A minimum of 30 credits in TESOL, including study in each of the following: English syntax and composition, language theory, culture and intergroup relations, linguistic and academic assessment, and curriculum and methods of teaching ESL.

Testing Requirements for Bilingual Education

Those who wish to be certified in bilingual education or add it as an endorsement must demonstrate proficiency in English and the language of the bilingual program. The reading and writing components of Praxis I must be successfully completed to demonstrate proficiency in English. The Oral Proficiency Interview of the American Council on the Teaching of Foreign Languages (ACTFL), in a non-English language of the bilingual program, must be passed at the Intermediate High level or higher to demonstrate proficiency.

Course Descriptions

SL 419 Special Learners in the Bilingual/ESL Classroom

Designed to familiarize bilingual and ESL teachers with the developmental learning needs of children and adolescents who are exceptional, this course examines the special learning needs of linguistically and culturally diverse children, exploring methods of identifying and working effectively with exceptional children and adolescents in bilingual or ESL classrooms. Cross-referenced as SE 419. Three credits.

SL 421 Linguistics for Language Teachers

This course provides language teachers with a basic introduction to the principles and methods of linguistic theory, with an emphasis on semantics, syntax, morphology, and phonology. Additional topics include pragmatics and written language. The investigation of first and second language acquisition gives language teachers an insight into the development of language for ELL students. Three credits.

SL 422 Teaching Grammar in Second Language Settings

Grammar is a necessary component of language programs. This course provides foreign/second language and bilingual teachers with techniques to facilitate their

students' acquisition of grammar, to illustrate effective contextualization of grammatical principles, and to examine instructional strategies that draw the learner's attention to specifically structural regularities. The course also analyzes the theoretical considerations of second language grammar teaching. Three credits.

SL 423 Principles of Bilingualism

This foundation course examines research and theories underlying bilingualism. Students gain an understanding of the concepts and issues involved in using the principles of bilingualism in educational settings. The course also includes an overview of the historical development of bilingual education in the United States and other countries and a discussion of major programs and social models for bilingual education. Three credits.

SL 426 Methods and Materials in Bilingual Programs

Designed for elementary and secondary bilingual teachers and prospective teachers, this course explores methods, techniques, strategies, and instructional media relevant to bilingual learners. Participants examine a variety of bilingual education program models, analyze frequently used methods and materials, and discuss the adaptation and development of effective bilingual instructional materials and assessment instruments and the implementation of alternative methods. Three credits.

SL 436 Methods and Materials for Second Language Teaching

Designed for foreign and second language teachers and prospective teachers, this course explores methods, techniques, strategies, and instructional media relevant to ESL and foreign language students, emphasizing the development and enhancement of communicative environments in language classrooms. Participants examine a variety of innovative methods and discuss the adaptation and development of materials and assessment instruments. This course meets the state requirement for the certificate for teaching English to adult speakers of other languages. Three credits.

SL 441 Teaching and Learning Within Multicultural Contexts of Education

This course explores and addresses the multifaceted aspects of multicultural education with the aim of engaging in a teaching-learning process where participants explore their commitment to the well-being and learning of all students; develop a deep understanding of the needs of all students; develop strategies to promote caring, justice, and equity in teaching; learn to respect linguistic, racial, ethnic, gender, and cultural diversity; investigate how students construct knowledge; demonstrate an understanding of the relationship between students' daily life experiences and education; and critique systematic processes of discrimination that marginalize and silence various groups of students. Cross-referenced as ED 441. Three credits.

SL 445 Comprehending and Communicating in a Second Language

Designed for second/foreign language and bilingual teachers, this course examines current theory and research underlying the acquisition of speaking and listening skills in a second language, as well as strategies for assessing student performance, evaluating and adapting materials, and enhancing communicative competence in the classroom. Three credits.

SL 451 Content Area Instruction in Bilingual/ESL Classrooms

This course examines language and learning in the content areas while emphasizing the communicative environment of the classroom. Participants explore teaching strategies that enable the learner to understand the discourse of content subjects, to examine textbooks and materials that incorporate content-area instruction, and to discuss procedures for integrating content-area subjects and for assessing student progress in content areas. Three credits.

SL 461 Reading and Writing in a Second Language

Designed for second/foreign language and bilingual teachers, this course examines current theory and research underlying first- and second-language reading and composing processes. Additional topics include procedures for understanding and analyzing the problems that characterize second language readers and writers; strategies for assessing student performance; evaluating and adapting materials; and enhancing the comprehension and creation of written second language discourse. Three credits.

SL 475 Sociolinguistics

This course examines variability in language use according to region, race or ethnic background, gender, and personality with the goal of developing sensitivity to variation in one's own language and that of others, and examining language variation using the methods and insights of contemporary linguistics. Three credits.

SL 477 Culture and Second Language Acquisition

Designed for foreign/second language and bilingual teachers, this course treats culture and language as interdependent phenomena, exploring the basic concepts, research, and principles applicable to culture and language learning with an emphasis on the practical application of these concepts to the language classroom. Participants also gain an enhanced awareness of their assumptions regarding their own and other cultures, and an understanding of how these assumptions influence language teaching and learning. Three credits.

SL 498 Thesis Seminar

Students who have selected the thesis option for completion of the M.A. degree develop their research proposals, carry out the research, and complete their theses during this seminar. An approved thesis must be submitted to fulfill this degree requirement. Three credits.

SL 504 The English Language Learner in the Regular Classroom

Designed to familiarize the mainstream teacher with the learning needs of children and adolescents who are linguistically and culturally diverse, this course employs an overview of second language acquisition theory as the framework for discussing ways to meet the needs of English language learners. Teachers also learn strategies for developing and adapting materials for creating communicative classroom environments and assessing student performance. Three credits.

SL 520 Foundations of Dual Language Instruction

This course provides a theoretical foundation and practical application of dual language instruction to teachers of first and second language learners, K-12. It presents linguistic, educational, cognitive, socio-cultural, and economic benefits of knowing two or more languages. It provides practical opportunities to implement the instructional process – oral language development, teaching literacy and content in two languages. The course also focuses on assessment procedures and resources. Three credits.

SL 526 Historical and Sociopolitical Issues in Bilingual/Multicultural/ESL Education

This course, which is conducted as a seminar, provides an overview of the historical events and philosophical issues underlying bilingual/multicultural education and discusses contemporary socio-political controversies surrounding bilingual education and ESL instruction. Three credits.

SL 527 Testing and Assessment in Foreign Language, ESL, and Bilingual Programs

Designed for foreign/second language and bilingual teachers, this course provides an overview of techniques for assessing second language and bilingual proficiency. Participants evaluate standardized instruments currently in use; analyze techniques for assessing factors relevant to second language and bilingual proficiency such as I.Q., academic achievement, language aptitude, and competence in reading, writing, speaking, and listening; and discuss controversial issues affecting language assessment. Three credits.

SL 528 Second Language Curriculum Development

This course familiarizes foreign/second language and bilingual teachers with the theory underlying the development of second language curricula. The course emphasizes devising curricula in accordance with the needs of learners and presents strategies for analyzing needs, developing curricula that focus on communication, and evaluating and choosing appropriate materials and assessment instruments. Three credits.



SL 581 Directed Observation and Supervised Student Teaching

This course for students who have been approved as qualified candidates for teaching in TESOL or bilingual education involves students in observation and teaching five days a week for one semester. In accordance with certification regulations, students spend half of the student-teaching period in an elementary setting and half in a secondary setting. The course emphasizes classroom management dynamics, teaching techniques, lesson plan organization, and faculty duties. Students participate in group seminars and individual conferences; the University supervisor(s) and the cooperating teacher(s) assist, observe, and evaluate each student. (Prerequisites: formal acceptance into teacher preparation program and completion of all certification requirements) Six credits.

SL 582 Student Teaching Seminar

Students take this weekly seminar concurrently with student teaching. The seminar focuses on the issues and problems faced by student teachers and on the culture and organization of the schools. Although much of the seminar's subject matter flows from the ongoing student-teaching experience, it addresses issues such as school governance, school and district organizational patterns, classroom management, conflict resolution, communication with parents, and sensitivity to multicultural issues and inclusion, as well as the job application process, including résumé writing, interviewing, and developing a professional portfolio. Three credits.

SL 590 C.A.S. Practicum in Teaching

Students solve a practical problem in classroom teaching, applying educational research to a specific ESL/bilingual school situation. Three credits.

SL 595 Independent Study

Students complete individual study with the written permission of the department chair, having submitted their proposals prior to registration. Three credit

ADMISSION

Admission Criteria

Individuals may apply to the Graduate School of Education and Allied Professions as formal applicants to pursue a master of arts degree, a certificate of advanced study, and/or state certification or licensure, or as special status students seeking credits for career enhancement or personal growth. Applicants for the M.A. must hold a bachelor's degree from a regionally accredited college or university and give promise of meeting the standards set by the School. Applicants for the C.A.S. must hold a master's degree from a regionally accredited college or university with a 3.00 cumulative quality point average. In addition, individual departments may set specific requirements concerning interviews, adequate scores on tests, course waivers, computer literacy, and distribution of undergraduate courses.

Dates for admission vary by program. If a person has been denied admission to the School twice, his or her application will not be considered again.

Applicants for the School Counseling, School Media Specialist, School Psychology, and all teacher preparation programs must fulfill the Essential Skills in Mathematics, Reading, and Writing requirement (PRAXIS I PPST pass or waiver); possess a minimum undergraduate cumulative grade point average of 2.67; present two recommendations to support their professional potential; interview with a faculty panel; and meet other entry requirements as determined by the Connecticut State Board of Education.

Required prerequisite coursework for elementary, secondary, TESOL, school media specialist, and bilingual education initial educator certification programs includes a minimum of 39 general education credits with coursework in five or, depending on the program and certification regulations, six of the following areas: mathematics, English, natural sciences, social studies, foreign language, and fine arts, as well as a survey course in U.S. history. This general education coursework is normally completed as part of one's undergraduate program. Those with missing prerequisite coursework are expected to complete it before student teaching. Admission with prerequisite course deficiencies varies with program. Generally, no more than six credits of subject area and/or prerequisite coursework may be deficient to be formally admitted into a certification program.

Enrollment as a special status student also requires prior completion of a bachelor's degree from a regionally accredited college or university. Students in this status may take a total of six credits in certification pro-

grams and nine credits in non-certification programs before matriculation is required. Under these conditions up to nine graduate credits earned as a special status student may be applied toward the M.A. or C.A.S. once a student is matriculated.

International Students

In addition to the above criteria, international students must provide a certificate of finances (evidence of adequate financial resources in U.S. dollars) and must submit certified English translations and course-by-course evaluations, done by an approved evaluator from the list on file in the dean's office, of all academic records. All international students whose native language is not English must demonstrate proficiency in the English language. A TOEFL composite score of 550 for the paper test or 213 for the computer-based test is strongly recommended for admission to the graduate school. TOEFL may be waived for those international students who have earned an undergraduate or graduate degree from a regionally accredited U.S. college or university. International students should apply well in advance of the beginning of the term in which they intend to begin graduate studies.

Students with Disabilities

Fairfield University is committed to providing qualified students with disabilities with an equal opportunity to access the benefits, rights, and privileges of its services, programs, and activities in an accessible setting. Furthermore, in compliance with Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and Connecticut laws, the University provides reasonable accommodations to qualified students to reduce the impact of disabilities on academic functioning or upon other major life activities. It is important to note that the University will not alter the essential elements of its courses or programs.

If a student with a disability would like to be considered for accommodations, he or she must make this request in writing and send the supporting documentation to the assistant director of student support services. This should be done prior to the start of the academic semester and is strictly voluntary. However, if a student with a disability chooses not to self-identify and provide the necessary documentation, accommodations need not be provided. All information concerning disabilities is confidential and will only be shared with a student's permission. Fairfield University uses the guidelines suggested by CT AHEAD to determine disabilities and reasonable accommodations.

Send letters requesting accommodations to: David Ryan-Soderlund, assistant director of student support services, Fairfield University, 1073 North Benson Road, Fairfield, CT 06824-5195.

Admission Procedure

A. Applicants for a degree, certificate, or state certification

Students seeking formal admission must complete the following procedure:

1. Submit a completed formal application and supplemental application, if required, along with the non-refundable application fee to the Office of Graduate and Continuing Studies Admission.
2. Have all official undergraduate and graduate transcripts sent to the application file in the Office of Graduate and Continuing Studies Admission.
3. Submit two recommendations – one of which will be, preferably, from a current employer or supervisor – on the appropriate forms.
4. Provide proof of immunization for measles and rubella (if born after Dec. 31, 1956).
5. Participate in an admissions interview, if required.
6. Consult a faculty advisor or the assistant dean about course selection.

If formal admission has not been granted prior to the beginning of the semester, the student may register as a special status student for one semester pending receipt and disposition of application materials.

B. Special Status Students

Students not seeking a degree or certificate may enroll and earn up to six credits in a certification program or nine credits in a non-certification program using the following procedure:

1. Submit a completed special status application, with appropriate advisor signature, to the Office of Graduate and Continuing Studies Admission.
2. Complete and return a course registration form along with tuition and fees.

Special status students may request permission to extend their status beyond six to nine credits. This will require the submission of all former academic records but will not affect the credit maximum that may be applied to a non-certification program if the student matriculates at a later date. Beyond six or nine credits, depending on the program, special status students must apply for admission to the School prior to enrolling for additional credits.

C. Non-Degree Students

Applicants who hold advanced degrees (at least master's and/or sixth year) and are interested in taking courses for professional and personal continuing education may be admitted as permanent non-degree students. Courses taken under this status may not be considered toward fulfillment of degree requirements. Students seeking non-degree status admission must complete items 1, 2, 3, and 4 in Section A, above.

Compliance Statements and Notifications

Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act

Fairfield University complies with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. This report contains a summary of the Fairfield University Security Department's policies and procedures along with crime statistics as required. A copy of this report may be obtained at the Security Department office in Loyola Hall, Room 2, or by calling the department at (203) 254-4090. The Security Department is open 24 hours per day yearlong.

Catalog

This catalog pertains only to the graduate programs offered through the Charles F. Dolan School of Business at Fairfield University. It is useful as a source of continuing reference and should be saved by the student. The provisions of this bulletin are not an irrevocable contract between Fairfield University and the student. The University reserves the right to change any provision or any requirement at any time.

Non-Discrimination Statement

Fairfield University admits students of any sex, race, color, marital status, sexual orientation, religion, age, national origin or ancestry, disability or handicap to all the rights, privileges, programs, and activities generally accorded or made available to students of the University. It does not discriminate on the basis of sex, race, color, marital status, sexual orientation, religion, age, national origin or ancestry, disability or handicap in administration of its educational policies, admissions policies, employment policies, scholarship and loan programs, athletic programs, or other University-administered programs.

Notification of Rights Under FERPA

Fairfield University complies with the Family Educational Rights and Privacy Act of 1974 (also known as the Buckley Amendment), which defines the rights and protects the privacy of students with regard to their educational records. A listing of records maintained, their location, and the means of reviewing them is available in the Office of the Dean of Students.

The rights afforded to students with respect to their education records under FERPA are:

The right to inspect and review the student's education records within 45 days of the day the University receives a request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.



The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write to the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by Fairfield University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202-4605

TUITION, FEES, AND FINANCIAL AID

Tuition and Fees

The schedule of tuition and fees for the academic year 2004-05 follows:

Application for matriculation (not refundable)	\$55
Registration per semester	\$25
Tuition per credit hour	\$435
Late registration	\$50
Change of course	\$10
Transcript	\$4
Commencement fee (required of all degree recipients)	\$150
Lab fee	\$45
Materials fee	\$15-\$50
Audit fee (per 3 credit course)	\$652.50
Promissory note fee	\$25
Student teaching, practicum, and internship fees (each)	\$25
Returned check fee	\$30

The University's Trustees reserve the right to change tuition rates and the fee schedule and to make additional changes whenever they believe it necessary.

Full payment of tuition and fees, and authorization for billing a company must accompany registration. Payments may be made in the form of cash (in person only), check, money order, MasterCard, VISA, or American Express. All checks are payable to Fairfield University.

Degrees will not be conferred and transcripts will not be issued until students have met all financial obligations to the University.

Deferred Payment

During the fall and spring semesters, eligible students may defer payment on tuition as follows:

1. For students taking fewer than six credits: At registration, the student pays one-half of the total tuition due plus all fees and signs a promissory note for the remaining tuition balance. The promissory note payment due date varies according to each semester.
2. For students taking six credits or more: At registration, the student pays one-fourth of the total tuition due plus all fees and signs a promissory note to pay the remaining balance in three consecutive monthly installments. The promissory note payment due

dates vary according to the semester. Failure to honor the terms of the promissory note will prevent future deferred payments and affect future registrations.

Reimbursement by Employer

Many corporations pay their employees' tuition. Students should check with their employers.

If they are eligible for company reimbursement, students must submit, at in-person registration, a letter on company letterhead acknowledging approval of the course registration and explaining the terms of payment. The terms of this letter, upon approval of the Bursar, will be accepted as a reason for deferring that portion of tuition covered by the reimbursement. Even if covered by reimbursement, all fees (registration, processing, lab, or material) are payable at the time of registration.

Students will be required to sign a promissory note, which requires a \$25 processing fee, acknowledging that any outstanding balance must be paid in full prior to registration for future semesters. A guarantee that payment will be made must be secured at the time of registration with a MasterCard, VISA, or American Express credit card. If the company offers less than 100-percent unconditional reimbursement, the student must pay the difference at the time of registration and sign a promissory note for the balance. Letters can only be accepted on a per-semester basis. Failure to pay before the next registration period will prevent future deferred payments and affect future registrations.

Refund of Tuition

All requests for tuition refunds must be submitted to the appropriate dean's office immediately after withdrawal from class. Fees are not refundable. The request must be in writing and all refunds will be made based on the date notice is received or, if mailed, on the postmarked date according to the following schedule. Refunds of tuition charged on a MasterCard, VISA, or American Express must be applied as a credit to your charge card account. Refunds take two to three weeks to process.

14-15 Meeting Courses

Refund

Before first scheduled class	100 percent
Before second scheduled class	90 percent
Before third scheduled class	80 percent
Before fourth scheduled class	60 percent
Before fifth scheduled class	40 percent
Before sixth scheduled class	20 percent
After sixth scheduled class	No refund

Weekend/Special Schedule Courses**6-8 Meeting Schedule**

	Refund
Before first scheduled class	100 percent
Before second scheduled class	60 percent
Before third scheduled class	30 percent
After third scheduled class	No refund

4-5 Meeting Schedule

	Refund
Before first scheduled class	100 percent
Before second scheduled class	50 percent
After second scheduled class	No refund

Financial Aid**Assistantships**

A limited number of part- and full-time University assistantships are available to assist promising and deserving students. Assistantships are awarded for a semester only and students must reapply each semester for renewal of an assistantship award. Renewal of an award is based on academic performance and previous service performance, and is at the discretion of the dean.

A graduate assistant will be appointed to a curriculum area or to the dean's office and assigned duties as determined by the dean and the faculty responsible for the curriculum area. The assistantships normally cover all tuition charges up to a maximum of 12 credits. In return for the assistantship, the student must work a maximum of 20 hours per week under the direction of the department chair or program director. In addition, the Disposition Statement presented on page 17 is applicable to this student position as it is to all students in the Graduate School of Education and Allied Professions.

There are also assistantships available in other University departments. A list of known assistantships is available in the dean's office. Applications are available in the dean's office and must be submitted to the dean by May 1 for the fall semester and Dec. 1 for the spring semester. Summer assistantships are generally available for the Marriage and Family Therapy program only.

Federal Stafford Loans

Under this program, graduate students may apply for up to \$18,500 per academic year, depending on their educational costs. Students demonstrating need (based on federal guidelines) may receive up to \$8,500 of their annual Stafford Loan on a subsidized basis. Any amount of the first \$8,500 for which the student has not demonstrated need (as well as the remaining \$10,000 should they borrow the maximum loan), would be borrowed on an unsubsidized basis.

When a loan is subsidized, the federal government pays the interest for the borrower as long as he or she remains enrolled on at least a half-time basis and for a six-month grace period following graduation or withdrawal. When a loan is unsubsidized, the student is responsible for the interest and may pay the interest on a monthly basis or opt to have the interest capitalized and added to the principal.

How to Apply

Students must complete the Free Application for Federal Student Aid and submit it to the federal aid processing center. This can also be done online at www.fafsa.ed.gov. The Title IV code for Fairfield University is 001385.

Students borrowing for the first time at Fairfield University can apply for the Federal Stafford Loan at <https://laureate.salliemae.com/Laureate>. Students who previously borrowed a Federal Stafford Loan at Fairfield University, need only to notify the Office Financial Aid that they wish to borrow a Federal Stafford Loan.

The Office of Financial Aid will generate an award letter for the student in which he or she will accept the amount desired to borrow. Once the student returns the award letter to the Office of Financial Aid indicating the amount he or she wishes to borrow, the office will then certify and process the loan.

Approved loans will be disbursed in two installments. Students borrowing from Sallie Mae lenders will have their funds electronically disbursed to their University accounts. Students who borrow from other lenders will need to sign their loan checks in the Office of the Bursar before the funds can be applied to their accounts. Receipt of financial aid requires full matriculation in a degree program.

Sallie Mae Signature Loan Program

This loan helps graduate and professional students pay the cost of attending the University. Repayment begins approximately six months after you leave school with interest rates ranging from Prime - 0.5 percent to Prime + 2.0 percent depending on credit worthiness and having/not having a co-borrower. Students may borrow from \$500 to the cost of attendance less financial aid. To apply, go to <https://laureate.salliemae.com/Laureate>.

Tax Deductions

Treasury regulation (1.162.5) permits an income tax deduction for educational expenses (registration fees and the cost of travel, meals, and lodging) undertaken to maintain or improve skills required in one's employment or other trade or business; or meet express requirements of an employer or a law imposed as a condition to retention of employment, job status, or rate of compensation.

Veterans

Veterans may apply educational benefits to degree studies pursued at Fairfield University. Veterans should submit their file numbers at the time of registration. The University Registrar's Office will complete and submit the certification form.



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7. Campion Hall
8. Loyola Hall
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16. Student Town House Complex
17. Alumni Field
18. Thomas J. Walsh, Jr. Athletic Center
19. McAuliffe Hall
20. Alumni House
21. The Levee
22. Xavier Hall
23. Berchmans Hall

24. Leslie C. Quick, Jr. Recreation Complex
25. Alumni Hall – Sports Arena
26. Tennis Courts
27. John A. Barone Campus Center
28. Rudolph F. Bamow Science Center
29. School of Nursing
30. DiMenna-Nyselius Library
31. Central Utility Facility
32. Grauert Field
33. The Village
 - A. Kosika Hall
 - B. Claver Hall
 - C. New Apartments

34. Jesuit Residence – St. Robert
35. Jesuit Residence – St. Ignatius
36. Bellarmine Pond
37. Charles F. Dolan School of Business
38. Barlow Field
39. Southwell Hall
40. PepsiCo Theatre
41. Maintenance Complex
42. Regina A. Quick Center for the Arts
43. Hopkins Pond
44. Egan Chapel of St. Ignatius
Loyola and Pedro Arrupe, S.J.
Campus Ministry Center

Directions — To reach Fairfield University

- From New York via Connecticut Turnpike (I-95): Take Exit 22. Turn left onto Round Hill Road. Proceed to Barlow Road. Turn right and proceed to the gate on your left, marked by twin stone columns.
- From New Haven via Connecticut Turnpike (I-95): Take Exit 22. Turn right onto North Benson Road (Rt. 135). Turn left at Barlow Road and proceed to the gate marked by twin stone columns on your right.
- From New Haven via Merritt Parkway (Rt. 15): Take Exit 44, take a quick left off the ramp, then take another quick left onto Black Rock Turnpike (Rt. 58), proceed 2 miles to Stillson Road (Rt. 135) and turn right. Bear left onto North Benson Road. There are several entrances on North Benson Road. Consult the University map for the appropriate entrance.
- From New York via Merritt Parkway (Rt. 15): Take Exit 44. Bear left and immediately turn right onto Black Rock Turnpike (Rt. 58), proceed 2 miles to Stillson Road (Rt. 135) and turn right. Bear left onto North Benson Road. There are several entrances on North Benson Road. Consult the University map for the appropriate entrance.



Fairfield UNIVERSITY

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